



**Australian Government**

# **SIT Tourism, Travel and Hospitality Training Package**

**Release: 1.2**

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# SIT Tourism, Travel and Hospitality Training Package

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## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## SIT10116 Certificate I in Tourism (Australian Indigenous Culture)

### Modification History

| Release   | Comments                     |
|-----------|------------------------------|
| Release 2 | Updated superseded SIR units |

### Qualification Description

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

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

Possible job titles include:

- assistant in an Indigenous cultural centre
- assistant Indigenous guide
- Indigenous storyteller.

No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.

### Entry Requirements

There are no entry requirements for this qualification.

### Packaging Rules

6 units must be completed:

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

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

### **Core units**

SITTGDE001 Interpret aspects of local Australian Indigenous culture

SITXWHS001 Participate in safe work practices

### **Elective units**

#### **Cleaning**

SITHACS001 Clean premises and equipment

#### **Administration**

BSBWOR202 Organise and complete daily work activities

TLIE1005 Carry out basic workplace calculations

#### **Client and Customer Service, and Sales**

SIRXSLS001 Sell to the retail customer

SITXCCS001 Provide customer information and assistance

#### **Communication and Teamwork**

BSBCMM201 Communicate in the workplace

BSBWOR203 Work effectively with others

SITXCOM001 Source and present information

#### **Computer Operations and ICT Management**

BSBITU102 Develop keyboard skills

#### **Environmental Sustainability**

BSBSUS201 Participate in environmentally sustainable work practices

## **Food Safety**

SITXFSA001 Use hygienic practices for food safety

## **Qualification Mapping Information**

SIT10112 Certificate I in Tourism (Australian Indigenous Culture)

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# SIT10216 Certificate I in Hospitality

## Modification History

Not applicable.

## Qualification Description

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

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

Possible job titles include:

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

No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.

## Entry Requirements

There are no entry requirements for this qualification.

## Packaging Rules

6 units must be completed:

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

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

### **Core units**

|            |   |
|------------|---|
| BSBWOR203  | Work effectively with others                |
| SITXCCS001 | Provide customer information and assistance |
| SITXWHS001 | Participate in safe work practices          |

### **Elective units**

#### **Group A**

|            |  |
|------------|--|
| SITHIND001 | Use hygienic practices for hospitality service |
| SITXFSA001 | Use hygienic practices for food safety         |

#### **Group B**

#### **Administration**

|           |   |
|-----------|---|
| BSBWOR202 | Organise and complete daily work activities |
| TLIE1005  | Carry out basic workplace calculations      |

#### **Commercial Cookery and Catering**

|            |                                   |
|------------|-----------------------------------|
| SITHCCC001 | Use food preparation equipment    |
| SITHCCC002 | Prepare and present simple dishes |
| SITHCCC003 | Prepare and present sandwiches    |
| SITHCCC004 | Package prepared foodstuffs       |

#### **Communication and Teamwork**

|            |                                |
|------------|--------------------------------|
| SITXCOM001 | Source and present information |
|------------|--------------------------------|

#### **Cleaning**

|            |                                      |
|------------|--------------------------------------|
| SITHACS001 | Clean premises and equipment         |
| SITHFAB001 | Clean and tidy bar areas             |
| SITHKOP001 | Clean kitchen premises and equipment |

#### **Food Safety**



SITXFSA001 Use hygienic practices for food safety

### **Working in Industry**

SITHIND001 Use hygienic practices for hospitality service

## **Qualification Mapping Information**

SIT10213 Certificate I in Hospitality

### **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## SIT20116 Certificate II in Tourism

### Modification History

| Release   | Comments                     |
|-----------|------------------------------|
| Release 2 | Updated superseded SIR units |

### Qualification Description

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

This qualification provides a pathway to work in many tourism and travel industry sectors and for a diverse range of employers including travel agencies, tour wholesalers, tour operators, attractions, cultural and heritage sites, and any small tourism business.

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

Possible job titles include:

- documentation clerk for a tour wholesaler or travel agency
- museum attendant
- office assistant for a tour operator
- receptionist and office assistant for a professional conference organiser or event management business
- receptionist and office assistant in a travel agency
- retail sales assistant in an attraction
- ride attendant in an attraction.

No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.

### Entry Requirements

There are no entry requirements for this qualification.

## Packaging Rules

11 units must be completed:

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

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

### Core units

|            |   |
|------------|---|
| SITTIND001 | Source and use information on the tourism and travel industry |
| SITXCCS003 | Interact with customers                                       |
| SITXCOM002 | Show social and cultural sensitivity                          |
| SITXWHS001 | Participate in safe work practices                            |

### Elective units

#### Cleaning

|            |                              |
|------------|------------------------------|
| SITHACS001 | Clean premises and equipment |
|------------|------------------------------|

#### Client and Customer Service, and Sales

|            |   |
|------------|---|
| SIRXSLS001 | Sell to the retail customer                 |
| SIRXPDK001 | Advise on products and services             |
| SITXCCS001 | Provide customer information and assistance |
| SITXCCS002 | Provide visitor information                 |

#### Cultural Services

|           |  |
|-----------|--|
| CUACNM201 | Monitor collections for changes in condition                                   |
| CUAEVP201 | Assist with the staging of public activities and events                        |
| CUAIND202 | Develop and apply knowledge of information and cultural services organisations |

**Communication and Teamwork**

|            |                                |
|------------|--------------------------------|
| BSBCMM201  | Communicate in the workplace   |
| BSBWOR203  | Work effectively with others   |
| SITXCOM001 | Source and present information |

**Computer Operations and ICT Management**

|           |   |
|-----------|---|
| BSBITU201 | Produce simple word processed documents |
| BSBITU202 | Create and use spreadsheets             |

**Environmental Sustainability**

|           |   |
|-----------|---|
| BSBSUS201 | Participate in environmentally sustainable work practices |
|-----------|---|

**Finance**

|            |                                |
|------------|--------------------------------|
| SITXFIN001 | Process financial transactions |
|------------|--------------------------------|

**First Aid**

|           |                   |
|-----------|-------------------|
| HLTAID003 | Provide first aid |
|-----------|-------------------|

**Food and Beverage, Food Safety**

|            |   |
|------------|---|
| SITHFAB002 | Provide responsible service of alcohol    |
| SITHFAB004 | Prepare and serve non-alcoholic beverages |
| SITHFAB005 | Prepare and serve espresso coffee         |
| SITXFSA001 | Use hygienic practices for food safety    |

**Inventory**

|            |                         |
|------------|-------------------------|
| SITXINV001 | Receive and store stock |
|------------|-------------------------|

**Languages other than English**

|            |   |
|------------|---|
| SITXLAN001 | Conduct basic oral communication in a language other than English   |
| SITXLAN002 | Conduct routine oral communication in a language other than English |

**Tourism Delivery**

|            |  |
|------------|--|
| SITXCOM003 | Provide a briefing or scripted commentary                |
| SITTGDE001 | Interpret aspects of local Australian Indigenous culture |
| SITTVAF001 | Load and unload a ride                                   |
| SITTVAF002 | Operate a ride location                                  |
| TLIC1051   | Operate commercial vehicle                               |

### **Tourism Sales and Operations**

|            |  |
|------------|--|
| SITTTSL001 | Operate online information systems       |
| SITTTSL002 | Access and interpret product information |
| SITTTSL009 | Process travel-related documentation     |

## **Qualification Mapping Information**

SIT20112 Certificate II in Tourism

### **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## SIT20216 Certificate II in Holiday Parks and Resorts

### Modification History

| Release   | Comments                     |
|-----------|------------------------------|
| Release 2 | Updated superseded SIR units |

### Qualification Description

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

This qualification provides a pathway to work in a holiday park and resort office, housekeeping, grounds maintenance, or across different operational areas.

Possible job titles include:

- housekeeping assistant
- junior handyperson
- office assistant.

No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.

### Entry Requirements

There are no entry requirements for this qualification.

### Packaging Rules

11 units must be completed:

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

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

### **Core units**

|            |  |
|------------|--|
| BSBWOR202  | Organise and complete daily work activities                        |
| SITTIND002 | Source and use information on the holiday park and resort industry |
| SITXCCS003 | Interact with customers  |
| SITXWHS001 | Participate in safe work practices                                 |

### **Elective units**

#### **Accommodation Services – Front Office, Housekeeping**

|             |  |
|-------------|--|
| CPPCLO2001A | Maintain hard floor surfaces                   |
| CPPCLO2004A | Maintain carpeted floors                       |
| CPPCLO2009A | Clean glass surfaces                           |
| CPPCLO2010A | Clean ceiling surfaces and fittings            |
| CPPCLO2017A | Clean wet areas                                |
| CPPCLO2019A | Sort and remove waste and recyclable materials |
| CPPCLO2035A | Maintain cleaning storage areas                |
| SITHACS001  | Clean premises and equipment                   |
| SITHACS002  | Provide housekeeping services to guests        |
| SITHACS003  | Prepare rooms for guests                       |
| SITTTSL001  | Operate online information systems             |
| SITTTSL002  | Access and interpret product information       |
| SITTTSL009  | Process travel-related documentation           |

#### **Building and Grounds Maintenance**

|            |                                      |
|------------|--------------------------------------|
| MEM18001C  | Use hand tools                       |
| MEM18002B  | Use power tools/hand held operations |
| RIISAM204D | Operate small plant and equipment    |

|            |                                  |
|------------|----------------------------------|
| SIFCBGM001 | Provide general grounds care     |
| SIFCBGM002 | Maintain property and structures |
| SISCAQU001 | Test pool water quality          |

### **Client and Customer Service, and Sales**

|            |   |
|------------|---|
| SIRXSLS001 | Sell to the retail customer                 |
| SIRXPDK001 | Advise on products and services             |
| SITXCCS001 | Provide customer information and assistance |
| SITXCCS002 | Provide visitor information                 |

### **Communication and Teamwork**

|            |                                      |
|------------|--------------------------------------|
| BSBCMM201  | Communicate in the workplace         |
| BSBWOR203  | Work effectively with others         |
| SITXCOM001 | Source and present information       |
| SITXCOM002 | Show social and cultural sensitivity |

### **Computer Operations and ICT Management**

|           |   |
|-----------|---|
| BSBITU201 | Produce simple word processed documents |
| BSBITU202 | Create and use spreadsheets             |

### **Environmental Sustainability**

|           |   |
|-----------|---|
| BSBSUS201 | Participate in environmentally sustainable work practices |
|-----------|---|

### **Finance**

|            |                                |
|------------|--------------------------------|
| SITXFIN001 | Process financial transactions |
|------------|--------------------------------|

### **First Aid**

|           |                   |
|-----------|-------------------|
| HLTAID003 | Provide first aid |
|-----------|-------------------|

### **Food and Beverage, Food Safety**

|            |   |
|------------|---|
| SITHFAB004 | Prepare and serve non-alcoholic beverages |
| SITHFAB005 | Prepare and serve espresso coffee         |



SITXFSA001 Use hygienic practices for food safety

### **Inventory**

SITXINV001 Receive and store stock

## **Qualification Mapping Information**

SIT20512 Certificate II in Holiday Parks and Resorts

### **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## SIT20316 Certificate II in Hospitality

### Modification History

| Release   | Comments                     |
|-----------|------------------------------|
| Release 2 | Updated superseded SIR units |

### Qualification Description

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

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

Possible job titles include:

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

No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.

### Entry Requirements

There are no entry requirements for this qualification.

### Packaging Rules

12 units must be completed:

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

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

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

### **Core units**

|            |  |
|------------|--|
| BSBWOR203  | Work effectively with others                           |
| SITHIND002 | Source and use information on the hospitality industry |
| SITHIND003 | Use hospitality skills effectively                     |
| SITXCCS003 | Interact with customers                                |
| SITXCOM002 | Show social and cultural sensitivity                   |
| SITXWHS001 | Participate in safe work practices                     |

### **Elective units**

#### **Group A**

|            |  |
|------------|--|
| SITHIND001 | Use hygienic practices for hospitality service |
| SITXFSA001 | Use hygienic practices for food safety         |

#### **Group B**

#### **Accommodation Services – Housekeeping and Porting**

|             |  |
|-------------|--|
| CPPCLO2001A | Maintain hard floor surfaces                   |
| CPPCLO2004A | Maintain carpeted floors                       |
| CPPCLO2009A | Clean glass surfaces                           |
| CPPCLO2010A | Clean ceiling surfaces and fittings            |
| CPPCLO2017A | Clean wet areas                                |
| CPPCLO2019A | Sort and remove waste and recyclable materials |
| CPPCLO2035A | Maintain cleaning storage areas                |

|            |   |
|------------|---|
| SITHACS001 | Clean premises and equipment            |
| SITHACS002 | Provide housekeeping services to guests |
| SITHACS003 | Prepare rooms for guests                |
| SITHACS004 | Launder linen and guest clothes         |
| SITHACS005 | Provide porter services                 |

### **Administration**

|          |  |
|----------|--|
| TLIE1005 | Carry out basic workplace calculations |
|----------|--|

### **Client and Customer Service, and Sales**

|            |                             |
|------------|-----------------------------|
| SIRXSLS001 | Sell to the retail customer |
| SITXCCS002 | Provide visitor information |

### **Communication and Teamwork**

|            |                                |
|------------|--------------------------------|
| BSBCM201   | Communicate in the workplace   |
| SITXCOM001 | Source and present information |

### **Commercial Cookery and Catering, and Kitchen Operations**

|            |                                      |
|------------|--------------------------------------|
| SITHCCC002 | Prepare and present simple dishes    |
| SITHCCC003 | Prepare and present sandwiches       |
| SITHCCC004 | Package prepared foodstuffs          |
| SITHCCC006 | Prepare appetisers and salads        |
| SITHKOP001 | Clean kitchen premises and equipment |

### **Computer Operations and ICT Management**

|           |   |
|-----------|---|
| BSBITU201 | Produce simple word processed documents |
| BSBITU202 | Create and use spreadsheets             |

### **Environmental Sustainability**

|           |   |
|-----------|---|
| BSBSUS201 | Participate in environmentally sustainable work practices |
|-----------|---|

### **Finance**

BSBFIA301 Maintain financial records

SITXFIN001 Process financial transactions

### **First Aid**

HLTAID003 Provide first aid

### **Food and Beverage**

SITHFAB001 Clean and tidy bar areas

SITHFAB002 Provide responsible service of alcohol

SITHFAB003 Operate a bar

SITHFAB004 Prepare and serve non-alcoholic beverages

SITHFAB005 Prepare and serve espresso coffee

SITHFAB006 Provide room service

SITHFAB007 Serve food and beverage

### **Food Safety**

SITXFSA001 Use hygienic practices for food safety

SITXFSA002 Participate in safe food handling practices

SITXFSA003 Transport and store food

### **Gaming**

SITHGAM001 Provide responsible gambling services

SITHGAM002 Attend gaming machines

SITHGAM003 Operate a TAB outlet

SITHGAM004 Conduct Keno games

### **Inventory**

SITXINV001 Receive and store stock

SITXINV002 Maintain the quality of perishable items

### **Languages other than English**

SITXLAN001 Conduct basic oral communication in a language other

than English

SITXLAN002 Conduct routine oral communication in a language other than English

### **Working in Industry**

SITHIND001 Use hygienic practices for hospitality service

## **Qualification Mapping Information**

SIT20213 Certificate II in Hospitality

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# SIT20416 Certificate II in Kitchen Operations

## Modification History

Not applicable.

## Qualification Description

This qualification reflects the role of individuals working in kitchens who use a defined and limited range of food preparation and cookery skills to prepare food and menu items. They are involved in mainly routine and repetitive tasks and work under direct supervision. This qualification does not provide the skills required by commercial cooks, which are covered in SIT30816 Certificate III in Commercial Cookery.

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

Possible job titles include:

- breakfast cook
- catering assistant
- fast food cook
- sandwich hand
- takeaway cook.

No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.

## Entry Requirements

There are no entry requirements for this qualification.

## Packaging Rules

13 units must be completed:

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

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

**Core units**

|            |   |
|------------|---|
| BSBWOR203  | Work effectively with others                  |
| SITHCCC001 | Use food preparation equipment                |
| SITHCCC005 | Prepare dishes using basic methods of cookery |
| SITHCCC011 | Use cookery skills effectively                |
| SITHKOP001 | Clean kitchen premises and equipment          |
| SITXFSA001 | Use hygienic practices for food safety        |
| SITXINV002 | Maintain the quality of perishable items      |
| SITXWHS001 | Participate in safe work practices            |

**Elective units****Administration**

|          |  |
|----------|--|
| TLIE1005 | Carry out basic workplace calculations |
|----------|--|

**Client and Customer Service**

|            |                         |
|------------|-------------------------|
| SITXCCS003 | Interact with customers |
|------------|-------------------------|

**Commercial Cookery and Catering**

|            |  |
|------------|--|
| SITHCCC002 | Prepare and present simple dishes                    |
| SITHCCC003 | Prepare and present sandwiches                       |
| SITHCCC004 | Package prepared foodstuffs                          |
| SITHCCC006 | Prepare appetisers and salads                        |
| SITHCCC007 | Prepare stocks, sauces and soups                     |
| SITHCCC008 | Prepare vegetable, fruit, egg and farinaceous dishes |
| SITHCCC009 | Produce cook-chill and cook-freeze foods             |
| SITHCCC010 | Re-thermalise chilled and frozen foods               |



**Communication and Teamwork**

BSBCMM201 Communicate in the workplace

SITXCOM002 Show social and cultural sensitivity

**Environmental Sustainability**

BSBSUS201 Participate in environmentally sustainable work practices

**First Aid**

HLTAID003 Provide first aid

**Food Safety**

SITXFSA002 Participate in safe food handling practices

SITXFSA003 Transport and store food

**Working in Industry**

SITHIND002 Source and use information on the hospitality industry

**Qualification Mapping Information**

SIT20312 Certificate II in Kitchen Operations

**Links**

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## SIT20516 Certificate II in Asian Cookery

### Modification History

Not applicable.

### Qualification Description

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

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

Possible job titles include:

- fast food cook
- takeaway cook.

No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.

### Entry Requirements

There are no entry requirements for this qualification.

### Packaging Rules

12 units must be completed:

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

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

**Core units**

|            |   |
|------------|---|
| BSBWOR203  | Work effectively with others                        |
| SITHASC001 | Prepare dishes using basic methods of Asian cookery |
| SITHCCC001 | Use food preparation equipment                      |
| SITHCCC011 | Use cookery skills effectively                      |
| SITHKOP001 | Clean kitchen premises and equipment                |
| SITXFSA001 | Use hygienic practices for food safety              |
| SITXINV002 | Maintain the quality of perishable items            |
| SITXWHS001 | Participate in safe work practices                  |

**Elective units****Administration**

|          |  |
|----------|--|
| TLIE1005 | Carry out basic workplace calculations |
|----------|--|

**Asian Cookery**

|            |   |
|------------|---|
| SITHASC002 | Prepare Asian appetisers and snacks           |
| SITHASC003 | Prepare Asian stocks and soups                |
| SITHASC004 | Prepare Asian sauces, dips and accompaniments |
| SITHASC005 | Prepare Asian salads                          |
| SITHASC006 | Prepare Asian rice and noodles                |
| SITHASC007 | Prepare curry pastes and powders              |

**Commercial Cookery and Catering**

|            |                                   |
|------------|-----------------------------------|
| SITHCCC002 | Prepare and present simple dishes |
| SITHCCC004 | Package prepared foodstuffs       |

**Communication and Teamwork**

|            |                                      |
|------------|--------------------------------------|
| BSBCMM201  | Communicate in the workplace         |
| SITXCOM002 | Show social and cultural sensitivity |

**Environmental Sustainability**

BSBSUS201 Participate in environmentally sustainable work practices

### **First Aid**

HLTAID003 Provide first aid

### **Food Safety**

SITXFSA002 Participate in safe food handling practices

SITXFSA003 Transport and store food

### **Working in Industry**

SITHIND002 Source and use information on the hospitality industry

## **Qualification Mapping Information**

SIT20412 Certificate II in Asian Cookery

### **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## SIT30116 Certificate III in Tourism

### Modification History

| Release   | Comments                     |
|-----------|------------------------------|
| Release 2 | Updated superseded SIR units |

### Qualification Description

This qualification reflects the role of individuals who use a range of well-developed tourism service, sales or operational skills and sound knowledge of industry operations to coordinate tourism services. Using discretion and judgement, they work with some independence and under limited supervision using plans, policies and procedures to guide work activities.

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

This qualification allows for multi-skilling and for specialisation in office-based roles involving the planning and coordination of tourism services, or roles in the field where products are delivered.

Possible job titles include:

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

No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.

## Entry Requirements

There are no entry requirements for this qualification.

## Packaging Rules

15 units must be completed:

- 4 core units
- 11 elective units, consisting of:
  - 3 units from Group A **and** 3 units from Group B

OR

- 6 units from Group C

OR

- 6 units from Group D

OR

- 6 units from Group A, B, C or E
- the remaining 5 units may be selected from any elective group below, elsewhere in the SIT Training Package, or any other current Training Package or accredited course.

### Packaging Rules for marine tourism specialisation:

- All Group D electives must be selected for award of the Certificate III in Tourism (Marine Tourism).

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

### Core units

|            |   |
|------------|---|
| SITTIND001 | Source and use information on the tourism and travel industry |
| SITXCCS006 | Provide service to customers                                  |
| SITXCOM002 | Show social and cultural sensitivity                          |
| SITXWHS001 | Participate in safe work practices                            |

**Elective units****Group A - Tourism Office Operations**

|            |  |
|------------|--|
| SITTTSL001 | Operate online information systems       |
| SITTTSL002 | Access and interpret product information |
| SITTTSL009 | Process travel-related documentation     |

**Group B - Tourism Coordination**

|            |  |
|------------|--|
| SITXCCS002 | Provide visitor information                          |
| SITTTSL004 | Provide advice on Australian destinations            |
| SITTTSL005 | Sell tourism products and services                   |
| SITTTSL006 | Prepare quotations                                   |
| SITTTSL007 | Process reservations                                 |
| SITTTSL008 | Book supplier products and services                  |
| SITTTSL010 | Use a computerised reservations or operations system |

**Group C - Tourism Delivery**

|             |  |
|-------------|--|
| CPPSEC2012A | Monitor and control individual and crowd behaviour                         |
| SITHACS001  | Clean premises and equipment   |
| SITTGDE001  | Interpret aspects of local Australian Indigenous culture                   |
| SITTGDE004  | Lead tour groups   |
| SITTGDE005  | Prepare and present tour commentaries or activities                        |
| SITTGDE006  | Develop and maintain the general and regional knowledge required by guides |
| SITTGDE007  | Research and share information on Australian Indigenous cultures           |
| SITTGDE008  | Prepare specialised interpretive content on flora, fauna and landscape     |
| SITTGDE009  | Prepare specialised interpretive content on marine environments            |

|            |  |
|------------|--|
| SITTGDE010 | Prepare specialised interpretive content on cultural and heritage environments |
| SITTTOP001 | Load touring equipment and supplies  |
| SITTTOP002 | Provide outdoor catering   |
| TLIB2003   | Carry out vehicle servicing and maintenance                                    |
| TLIC1051   | Operate commercial vehicle   |
| TLIC2025   | Operate four wheel drive vehicle   |
| TLIC3042   | Operate coach/bus  |
| SITTVAF001 | Load and unload a ride   |
| SITTVAF002 | Operate a ride location  |
| SITTVAF003 | Operate a games location   |
| SITTVAF005 | Fill LPG gas cylinders   |
| SITXCCS001 | Provide customer information and assistance                                    |
| SITXCCS004 | Provide lost and found services  |
| SITXCOM003 | Provide a briefing or scripted commentary                                      |
| SITXWHS002 | Identify hazards, assess and control safety risks                              |

### **Group D - Marine Tourism**

|             |   |
|-------------|---|
| SISOSCB301A | SCUBA dive in open water to a maximum depth of 18 metres        |
| SISOSCB306A | Perform diver rescues   |
| SISOSCB308A | Guide a SCUBA dive  |
| SISOSCB419A | Instruct SCUBA diving skills                                    |
| SITTGDE005  | Prepare and present tour commentaries or activities             |
| SITTGDE009  | Prepare specialised interpretive content on marine environments |

### **Group E- General Electives**

#### **Client and Customer Service, and Sales**



|            |                                 |
|------------|---------------------------------|
| SIRXSLS001 | Sell to the retail customer     |
| SIRXPDK001 | Advise on products and services |
| SITXCRI001 | Respond to a customer in crisis |

### **Communication and Teamwork**

|            |                                |
|------------|--------------------------------|
| BSBWOR203  | Work effectively with others   |
| SITXCOM001 | Source and present information |
| SITXCOM004 | Address protocol requirements  |

### **Computer Operations and ICT Management**

|           |                                       |
|-----------|---------------------------------------|
| BSBITU202 | Create and use spreadsheets           |
| BSBITU301 | Create and use databases              |
| BSBITU306 | Design and produce business documents |

### **E-Business**

|            |                                |
|------------|--------------------------------|
| SITXEBS001 | Use social media in a business |
|------------|--------------------------------|

### **Environmental Sustainability**

|           |   |
|-----------|---|
| BSBSUS201 | Participate in environmentally sustainable work practices |
|-----------|---|

### **Events**

|            |   |
|------------|---|
| SITEEVT002 | Process and monitor event registrations |
| SITEEVT003 | Coordinate on-site event registrations  |
| SITEEVT004 | Provide event staging support           |

### **Finance**

|            |                                |
|------------|--------------------------------|
| BSBFIA301  | Maintain financial records     |
| SITXFIN001 | Process financial transactions |

### **First Aid**

|           |  |
|-----------|--|
| HLTAID003 | Provide first aid                      |
| HLTAID005 | Provide first aid in remote situations |

**Food and Beverage, Food Safety**

|            |   |
|------------|---|
| SITHFAB002 | Provide responsible service of alcohol            |
| SITHFAB004 | Prepare and serve non-alcoholic beverages         |
| SITHFAB005 | Prepare and serve espresso coffee                 |
| SITHFAB007 | Serve food and beverage                           |
| SITHFAB009 | Conduct a product tasting for alcoholic beverages |
| SITHIND001 | Use hygienic practices for hospitality service    |
| SITXFSA001 | Use hygienic practices for food safety            |

**Gaming**

|            |                                       |
|------------|---------------------------------------|
| SITHGAM001 | Provide responsible gambling services |
| SITHGAM002 | Attend gaming machines                |
| SITHGAM015 | Attend casino gaming machines         |

**Human Resource Management**

|            |                            |
|------------|----------------------------|
| SITXHRM001 | Coach others in job skills |
|------------|----------------------------|

**Inventory**

|            |  |
|------------|--|
| SITXINV001 | Receive and store stock                  |
| SITXINV002 | Maintain the quality of perishable items |
| SITXINV003 | Purchase goods                           |

**Languages other than English**

|            |   |
|------------|---|
| SITXLAN001 | Conduct basic oral communication in a language other than English   |
| SITXLAN002 | Conduct routine oral communication in a language other than English |

**Qualification Mapping Information**

No equivalent qualification.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## SIT30216 Certificate III in Travel

### Modification History

Not applicable.

### Qualification Description

This qualification reflects the role of individuals who use a range of well-developed retail travel or wholesale sales and operational skills and sound knowledge of industry operations to coordinate travel services. Using discretion and judgement, they work with some independence and under limited supervision using plans, policies and procedures to guide work activities.

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

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

Possible job titles include:

- call centre sales agent
- corporate consultant
- cruise consultant
- customer service agent
- domestic travel consultant
- incentive coordinator
- international travel consultant
- mobile travel consultant
- online travel consultant
- reservations sales agent
- wholesale consultant.

No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.

### Entry Requirements

There are no entry requirements for this qualification.

## Packaging Rules

17 units must be completed:

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

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

### Core units

|            |   |
|------------|---|
| SITTIND001 | Source and use information on the tourism and travel industry |
| SITTTSL002 | Access and interpret product information                      |
| SITTTSL003 | Provide advice on international destinations                  |
| SITTTSL004 | Provide advice on Australian destinations                     |
| SITTTSL005 | Sell tourism products and services                            |
| SITTTSL006 | Prepare quotations  |
| SITTTSL008 | Book supplier products and services                           |
| SITTTSL009 | Process travel-related documentation                          |
| SITTTSL010 | Use a computerised reservations or operations system          |
| SITTTSL012 | Construct normal international airfares                       |
| SITTTSL013 | Construct promotional international airfares                  |
| SITXCCS006 | Provide service to customers                                  |
| SITXCOM002 | Show social and cultural sensitivity                          |
| SITXWHS001 | Participate in safe work practices                            |

### Elective units

### Communication and Teamwork

BSBREL402 Build client relationships and business networks

BSBWOR203 Work effectively with others

### **Computer Operations and ICT Management**

BSBITU202 Create and use spreadsheets

BSBITU301 Create and use databases

BSBITU306 Design and produce business documents

BSBWOR204 Use business technology

### **E-Business**

SITXEBS001 Use social media in a business

### **Environmental Sustainability**

BSBSUS201 Participate in environmentally sustainable work practices

### **Finance**

BSBFIA301 Maintain financial records

SITXFIN001 Process financial transactions

### **Human Resource Management**

SITXHRM001 Coach others in job skills

### **Languages other than English**

SITXLAN001 Conduct basic oral communication in a language other than English

SITXLAN002 Conduct routine oral communication in a language other than English

### **Tourism Sales and Operations**

SITTTSL007 Process reservations

SITTTSL011 Source airfares for domestic flights

SITTTSL014 Construct advanced international airfares

SITTTSL015 Administer billing and settlement plans

SITTTSL016 Provide specialist advice on cruises

### **Work Health and Safety**

SITXWHS002 Identify hazards, assess and control safety risks

## **Qualification Mapping Information**

SIT31312 Certificate III in Travel

### **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## SIT30316 Certificate III in Guiding

### Modification History

| Release   | Comments                     |
|-----------|------------------------------|
| Release 2 | Updated superseded SIR units |

### Qualification Description

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

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

Possible job titles include:

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

No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.

### Entry Requirements

There are no entry requirements for this qualification.



## Packaging Rules

13 units must be completed:

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

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

### Core units

|            |  |
|------------|--|
| HLTAID003  | Provide first aid  |
| SITTGDE002 | Work as a guide  |
| SITTGDE004 | Lead tour groups   |
| SITTGDE005 | Prepare and present tour commentaries or activities                        |
| SITTGDE006 | Develop and maintain the general and regional knowledge required by guides |
| SITXCCS006 | Provide service to customers   |
| SITXCOM002 | Show social and cultural sensitivity                                       |
| SITXWHS001 | Participate in safe work practices   |
| SITXWHS002 | Identify hazards, assess and control safety risks                          |

### Elective units

#### Communication and Teamwork

|            |                               |
|------------|-------------------------------|
| SITXCOM004 | Address protocol requirements |
|------------|-------------------------------|

#### Environmental Sustainability

|           |   |
|-----------|---|
| BSBSUS201 | Participate in environmentally sustainable work practices |
|-----------|---|

#### Finance

|            |                                |
|------------|--------------------------------|
| SITXFIN001 | Process financial transactions |
|------------|--------------------------------|

**Food and Beverage**

|            |   |
|------------|---|
| SITHFAB002 | Provide responsible service of alcohol            |
| SITHFAB009 | Conduct a product tasting for alcoholic beverages |
| SITHFAB012 | Provide advice on Australian wines                |
| SITHFAB014 | Provide table service of food and beverage        |
| SITXFSA001 | Use hygienic practices for food safety            |

**Guiding**

|            |  |
|------------|--|
| SITTGDE001 | Interpret aspects of local Australian Indigenous culture                       |
| SITTGDE003 | Provide arrival and departure assistance                                       |
| SITTGDE007 | Research and share information on Australian Indigenous cultures               |
| SITTGDE008 | Prepare specialised interpretive content on flora, fauna and landscape         |
| SITTGDE009 | Prepare specialised interpretive content on marine environments                |
| SITTGDE010 | Prepare specialised interpretive content on cultural and heritage environments |

**Human Resource Management**

|            |                            |
|------------|----------------------------|
| SITXHRM001 | Coach others in job skills |
|------------|----------------------------|

**Languages other than English**

|            |   |
|------------|---|
| SITXLAN002 | Conduct routine oral communication in a language other than English |
| SITXLAN003 | Conduct oral communication in a language other than English         |
| SITXLAN004 | Conduct complex oral communication in a language other than English |
| SITXLAN005 | Read and write information in a language other than English         |
| SITXLAN006 | Read and write documents in a language other than                   |

English

### **Merchandising and Sales**

|            |                                 |
|------------|---------------------------------|
| SIRXMER201 | Merchandise products            |
| SIRXSLS001 | Sell to the retail customer     |
| SIRXPDK001 | Advise on products and services |

### **Tourism Sales and Operations**

|            |   |
|------------|---|
| SITTTSL002 | Access and interpret product information  |
| SITTTSL004 | Provide advice on Australian destinations |

### **Working in Industry**

|            |   |
|------------|---|
| SITTIND001 | Source and use information on the tourism and travel industry |
|------------|---|

## **Qualification Mapping Information**

SIT30513 Certificate III in Guiding

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## SIT30416 Certificate III in Holiday Parks and Resorts

### Modification History

Not applicable.

### Qualification Description

This qualification reflects the role of individuals who use a range of well-developed operational skills and knowledge of industry operations to complete work activities. Using discretion and judgement, they work with some independence and under limited supervision using plans, policies and procedures to guide work activities.

This qualification provides a pathway to work in holiday parks and resorts as a specialist in front office, housekeeping or grounds maintenance, or a multi-skilled worker across different operational areas

Possible job titles include:

- grounds person
- handyperson
- housekeeper
- receptionist.

No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.

### Entry Requirements

There are no entry requirements for this qualification.

### Packaging Rules

19 units must be completed:

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

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

### Core units

|            |  |
|------------|--|
| BSBSUS201  | Participate in environmentally sustainable work practices          |
| BSBWOR202  | Organise and complete daily work activities                        |
| SITTIND002 | Source and use information on the holiday park and resort industry |
| SITXCCS006 | Provide service to customers                                       |
| SITXCOM002 | Show social and cultural sensitivity                               |
| SITXWHS001 | Participate in safe work practices                                 |
| SITXWHS002 | Identify hazards, assess and control safety risks                  |

### Elective units

#### Accommodation Services - Front Office, Housekeeping

|             |  |
|-------------|--|
| CPPCLO2001A | Maintain hard floor surfaces                   |
| CPPCLO2004A | Maintain carpeted floors                       |
| CPPCLO2009A | Clean glass surfaces                           |
| CPPCLO2010A | Clean ceiling surfaces and fittings            |
| CPPCLO2017A | Clean wet areas                                |
| CPPCLO2019A | Sort and remove waste and recyclable materials |
| CPPCLO2035A | Maintain cleaning storage areas                |
| CPPCLO3013A | Clean window coverings                         |
| CPPCLO3016A | Wash furniture and fittings                    |
| SITHACS001  | Clean premises and equipment                   |
| SITHACS002  | Provide housekeeping services to guests        |
| SITHACS003  | Prepare rooms for guests                       |

|            |  |
|------------|--|
| SITHACS008 | Provide accommodation reception services             |
| SITTTSL005 | Sell tourism products and services                   |
| SITTTSL006 | Prepare quotations                                   |
| SITTTSL007 | Process reservations                                 |
| SITTTSL009 | Process travel-related documentation                 |
| SITTTSL010 | Use a computerised reservations or operations system |

### **Building, Grounds Maintenance and Facility Operations**

|            |   |
|------------|---|
| AHCIRG302A | Install irrigation systems  |
| AHCIRG306A | Troubleshoot irrigation systems                                   |
| AHCLSC202A | Construct low-profile timber or modular retaining walls           |
| AHCLSC204A | Lay paving  |
| AHCLSC301A | Set out site for construction works                               |
| AHCLSC302A | Construct landscape features using concrete                       |
| AHCPGD203A | Prune shrubs and small trees                                      |
| AHCPGD302A | Plan and maintain plant displays                                  |
| MEM18001C  | Use hand tools  |
| MEM18002B  | Use power tools/hand held operations                              |
| RIISAM204D | Operate small plant and equipment                                 |
| SIFCBGM001 | Provide general grounds care                                      |
| SIFCBGM002 | Maintain property and structures                                  |
| SISCAQU001 | Test pool water quality   |
| SISCAQU003 | Maintain aquatic facility plant and equipment                     |
| SISCAQU004 | Develop and implement pool water maintenance procedures           |
| SISCAQU014 | Operate self-contained breathing apparatus in an aquatic facility |

|            |   |
|------------|---|
| SITTVAF004 | Tow and site recreational vehicles          |
| SITTVAF005 | Fill LPG gas cylinders                      |
| TLIB2003   | Carry out vehicle servicing and maintenance |

### **Client and Customer Service**

|            |                                 |
|------------|---------------------------------|
| SITXCCS002 | Provide visitor information     |
| SITXCCS004 | Provide lost and found services |
| SITXCRI001 | Respond to a customer in crisis |

### **Communication and Teamwork**

|            |                                |
|------------|--------------------------------|
| BSBWOR203  | Work effectively with others   |
| SITXCOM001 | Source and present information |
| SITXCOM004 | Address protocol requirements  |

### **Computer Operations and ICT Management**

|           |                                       |
|-----------|---------------------------------------|
| BSBITU202 | Create and use spreadsheets           |
| BSBITU301 | Create and use databases              |
| BSBITU306 | Design and produce business documents |

### **E-Business**

|            |                                |
|------------|--------------------------------|
| SITXEBS001 | Use social media in a business |
|------------|--------------------------------|

### **Events**

|            |   |
|------------|---|
| SITEEVT001 | Source and use information on the events industry |
| SITEEVT002 | Process and monitor event registrations           |
| SITEEVT003 | Coordinate on-site event registrations            |
| SITEEVT004 | Provide event staging support                     |

### **Finance**

|            |                                |
|------------|--------------------------------|
| BSBFIA301  | Maintain financial records     |
| SITXFIN001 | Process financial transactions |

### **First Aid**

HLTAID003 Provide first aid

### **Food and Beverage, Food Safety**

SITHFAB002 Provide responsible service of alcohol

SITHFAB004 Prepare and serve non-alcoholic beverages

SITHFAB005 Prepare and serve espresso coffee

SITHFAB007 Serve food and beverage

SITHFAB014 Provide table service of food and beverage

SITHFAB016 Provide advice on food

SITXFSA001 Use hygienic practices for food safety

### **Human Resource Management**

SITXHRM001 Coach others in job skills

### **Inventory**

SITXINV001 Receive and store stock

SITXINV002 Maintain the quality of perishable items

SITXINV003 Purchase goods

## **Qualification Mapping Information**

SIT31212 Certificate III in Holiday Parks and Resorts

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>



## SIT30516 Certificate III in Events

### Modification History

| Release   | Comments                            |
|-----------|-------------------------------------|
| Release 2 | Corrections to typographical errors |

### Qualification Description

This qualification reflects the role of individuals who use a range of well-developed events administration or operational skills and knowledge to complete event-related work activities. Using discretion and judgement, they work with some independence under the guidance of more senior event personnel, using plans, policies and procedures to guide work activities.

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

The diversity of employers includes event or exhibition management companies, event venues, or organisations that organise their own events. Work could be undertaken in an office environment where the planning of events takes place, on-site at venues where events are staged or a combination of both.

Possible job titles include:

- conference assistant
- event or exhibition administrative assistant
- event or exhibition assistant
- event or exhibition operations assistant
- functions assistant
- in-house meetings assistant
- junior event or exhibition coordinator
- logistics assistant
- meetings assistant
- venue assistant.

No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.

## Entry Requirements

There are no entry requirements for this qualification.

## Packaging Rules

13 units must be completed:

- 6 core units
- 7 elective units, consisting of:
  - 2 units from Group A
  - 2 units from Group A or Group B
  - 3 units from Group A, Group B, elsewhere in the SIT Training Package, or any other current Training Package or accredited course.

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

### Core units

|            |   |
|------------|---|
| BSBWOR203  | Work effectively with others                      |
| SITEEVT001 | Source and use information on the events industry |
| SITEEVT002 | Process and monitor event registrations           |
| SITXCCS006 | Provide service to customers                      |
| SITXCOM002 | Show social and cultural sensitivity              |
| SITXWHS001 | Participate in safe work practices                |

### Elective units

#### Group A

|            |  |
|------------|--|
| SITEEVT003 | Coordinate on-site event registrations               |
| SITEEVT004 | Provide event staging support                        |
| SITTTSL008 | Book supplier products and services                  |
| SITTTSL010 | Use a computerised reservations or operations system |

#### Group B

**Communication and Teamwork**

SITXCOM004 Address protocol requirements

**Computer Operations and ICT Management**

BSBITU202 Create and use spreadsheets

BSBITU301 Create and use databases

BSBITU302 Create electronic presentations

BSBITU306 Design and produce business documents

**Creative and Technical Production**

CUAPRP401 Coordinate props

CUASET201 Develop basic skills in set construction

CUASOU201 Develop basic audio skills and knowledge

CUASTA201 Develop basic staging skills

CUASTA302 Install staging elements

CUASTA304 Maintain physical production elements

CUAVSS201 Develop basic vision system skills

CUALGT201 Develop basic lighting skills and knowledge

CUALGT301 Operate basic lighting

CUAEVP403 Install and dismantle exhibition elements

**E-Business**

BSBITU305 Conduct online transactions

SITXEBS001 Use social media in a business

**Environmental Sustainability**

BSBSUS201 Participate in environmentally sustainable work practices

**Finance**

BSBFIA301 Maintain financial records

BSBFIA303 Process accounts payable and receivable

SITXFIN001 Process financial transactions

### **Food and Beverage**

SITHFAB002 Provide responsible service of alcohol

### **Human Resource Management**

SITXHRM001 Coach others in job skills

### **Security**

CPPSEC2012A Monitor and control individual and crowd behaviour

### **Tourism Sales and Operations**

SITTTSL001 Operate online information systems

SITTTSL002 Access and interpret product information

SITTTSL003 Provide advice on international destinations

SITTTSL004 Provide advice on Australian destinations

SITTTSL005 Sell tourism products and services

SITTTSL006 Prepare quotations

SITTTSL007 Process reservations

SITTTSL009 Process travel-related documentation

### **Work Health and Safety**

SITXWHS002 Identify hazards, assess and control safety risks

## **Qualification Mapping Information**

No equivalent qualification.

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## SIT30616 Certificate III in Hospitality

### Modification History

| Release   | Comments                     |
|-----------|------------------------------|
| Release 2 | Updated superseded SIR units |

### Qualification Description

This qualification reflects the role of individuals who have a range of well-developed hospitality service, sales or operational skills and sound knowledge of industry operations. Using discretion and judgement, they work with some independence and under limited supervision using plans, policies and procedures to guide work activities.

This qualification provides a pathway to work in organisations such as restaurants, hotels, motels, clubs, pubs, cafés, and coffee shops. This qualification allows for multiskilling and for specialisation in accommodation services, food and beverage and gaming.

Possible job titles include:

- espresso coffee machine operator
- food and beverage attendant
- front desk receptionist
- front office assistant
- function attendant
- function host
- gaming attendant
- guest service agent
- housekeeper
- restaurant host
- senior bar attendant
- waiter.

No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.

### Entry Requirements

There are no entry requirements for this qualification.

## Packaging Rules

15 units must be completed:

- 7 core units
- 8 elective units, consisting of:
  - 1 unit from Group A
  - 5 units from Group B
  - 2 units from Group B, Group C, elsewhere in the SIT Training Package, or any other current Training Package or accredited course.

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

### Core units

|            |  |
|------------|--|
| BSBWOR203  | Work effectively with others                           |
| SITHIND002 | Source and use information on the hospitality industry |
| SITHIND004 | Work effectively in hospitality service                |
| SITXCCS006 | Provide service to customers                           |
| SITXCOM002 | Show social and cultural sensitivity                   |
| SITXHRM001 | Coach others in job skills                             |
| SITXWHS001 | Participate in safe work practices                     |

### Elective units

#### Group A

|            |  |
|------------|--|
| SITHIND001 | Use hygienic practices for hospitality service |
| SITXFSA001 | Use hygienic practices for food safety         |

#### Group B

### Accommodation Services - Front Office, Housekeeping and Porting

|             |                              |
|-------------|------------------------------|
| CPPCLO2001A | Maintain hard floor surfaces |
| CPPCLO2004A | Maintain carpeted floors     |

|             |  |
|-------------|--|
| CPPCLO2009A | Clean glass surfaces                                 |
| CPPCLO2010A | Clean ceiling surfaces and fittings                  |
| CPPCLO2017A | Clean wet areas                                      |
| CPPCLO2019A | Sort and remove waste and recyclable materials       |
| CPPCLO2035A | Maintain cleaning storage areas                      |
| CPPCLO3013A | Clean window coverings                               |
| CPPCLO3016A | Wash furniture and fittings                          |
| SITHACS001  | Clean premises and equipment                         |
| SITHACS002  | Provide housekeeping services to guests              |
| SITHACS003  | Prepare rooms for guests                             |
| SITHACS004  | Laundry linen and guest clothes                      |
| SITHACS005  | Provide porter services                              |
| SITHACS006  | Provide valet services                               |
| SITHACS007  | Conduct night audit                                  |
| SITHACS008  | Provide accommodation reception services             |
| SITTTSL007  | Process reservations                                 |
| SITTTSL010  | Use a computerised reservations or operations system |

### **Client and Customer Service, and Sales**

|            |                                 |
|------------|---------------------------------|
| SIRXSLS001 | Sell to the retail customer     |
| SIRXPDK001 | Advise on products and services |
| SITXCCS002 | Provide visitor information     |
| SITXCCS004 | Provide lost and found services |
| SITXCCS005 | Provide club reception services |

### **Commercial Cookery and Catering, and Kitchen Operations**

|            |                                   |
|------------|-----------------------------------|
| SITHCCC002 | Prepare and present simple dishes |
| SITHCCC003 | Prepare and present sandwiches    |

- SITHCCC004 Package prepared foodstuffs
- SITHCCC006 Prepare appetisers and salads
- SITHKOP001 Clean kitchen premises and equipment

### **Computer Operations and ICT Management**

- BSBITU202 Create and use spreadsheets
- BSBITU301 Create and use databases
- BSBITU306 Design and produce business documents

### **Finance**

- BSBFIA301 Maintain financial records
- SITXFIN001 Process financial transactions

### **Food and Beverage**

- SIRRRPK006A Recommend liquor products
- SITHFAB001 Clean and tidy bar areas
- SITHFAB002 Provide responsible service of alcohol
- SITHFAB003 Operate a bar
- SITHFAB004 Prepare and serve non-alcoholic beverages
- SITHFAB005 Prepare and serve espresso coffee
- SITHFAB006 Provide room service
- SITHFAB007 Serve food and beverage
- SITHFAB008 Operate and monitor cellar systems
- SITHFAB009 Conduct a product tasting for alcoholic beverages
- SITHFAB010 Prepare and serve cocktails
- SITHFAB011 Provide advice on beers, spirits and liqueurs
- SITHFAB012 Provide advice on Australian wines
- SITHFAB013 Provide advice on imported wines
- SITHFAB014 Provide table service of food and beverage



|            |  |
|------------|--|
| SITHFAB015 | Provide silver service                       |
| SITHFAB016 | Provide advice on food                       |
| SITHFAB017 | Provide advice on food and beverage matching |
| SITHFAB018 | Provide gueridon service                     |

**Food Safety**

|            |   |
|------------|---|
| SITXFSA001 | Use hygienic practices for food safety      |
| SITXFSA002 | Participate in safe food handling practices |
| SITXFSA003 | Transport and store food                    |

**Gaming**

|            |   |
|------------|---|
| SITHGAM001 | Provide responsible gambling services     |
| SITHGAM002 | Attend gaming machines                    |
| SITHGAM003 | Operate a TAB outlet                      |
| SITHGAM004 | Conduct Keno games                        |
| SITHGAM005 | Analyse and report on gaming machine data |
| SITHGAM006 | Deal Baccarat games                       |
| SITHGAM007 | Conduct Big Wheel games                   |
| SITHGAM008 | Deal Blackjack games                      |
| SITHGAM009 | Deal Poker games                          |
| SITHGAM010 | Deal Pontoon games                        |
| SITHGAM011 | Conduct Rapid Roulette games              |
| SITHGAM012 | Conduct Roulette games                    |
| SITHGAM013 | Conduct Sic Bo games                      |
| SITHGAM015 | Attend casino gaming machines             |
| SITHGAM016 | Deal Caribbean Stud games                 |
| SITHGAM017 | Deal Casino War games                     |
| SITHGAM018 | Deal Mississippi Stud games               |

- SITHGAM019 Conduct Rapid Baccarat games
- SITHGAM020 Conduct Rapid Big Wheel games
- SITHGAM021 Deal Three Card Poker games

### **Working in industry**

- SITHIND001 Use hygienic practices for hospitality service

### **Group C**

#### **Administration**

- TLIE1005 Carry out basic workplace calculations

#### **Communication and Teamwork**

- BSBCMM201 Communicate in the workplace
- SITXCOM001 Source and present information
- SITXCOM004 Address protocol requirements

#### **E-Business**

- SITXEBS001 Use social media in a business

#### **Environmental Sustainability**

- BSBSUS201 Participate in environmentally sustainable work practices

#### **First Aid**

- HLTAID003 Provide first aid

#### **Inventory**

- SITXINV001 Receive and store stock
- SITXINV002 Maintain the quality of perishable items
- SITXINV003 Purchase goods

#### **Languages other than English**

- SITXLAN001 Conduct basic oral communication in a language other than English

SITXLAN002 Conduct routine oral communication in a language other than English

### **Security**

CPPSEC2012A Monitor and control individual and crowd behaviour

### **Work Health and Safety**

SITXWHS002 Identify hazards, assess and control safety risks

## **Qualification Mapping Information**

SIT30713 Certificate III in Hospitality

### **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## SIT30716 Certificate III in Hospitality (Restaurant Front of House)

### Modification History

Not applicable.

### Qualification Description

This qualification reflects the role of individuals who have a range of well-developed front of house food and beverage service and sales skills combined with sound product knowledge. Using discretion and judgement, they work with some independence and under limited supervision using plans, policies and procedures to guide work activities.

This specialist qualification provides a pathway to work in various front of house roles in restaurants and cafés.

Possible job titles include:

- senior bar attendant
- sommelier
- waiter.

No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.

### Entry Requirements

There are no entry requirements for this qualification.

### Packaging Rules

20 units must be completed:

- 11 core units
- 9 elective units, consisting of:
  - 1 unit from Group A
  - 8 units from Group B.

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

**Core units**

|            |  |
|------------|--|
| BSBWOR203  | Work effectively with others                           |
| SITHFAB002 | Provide responsible service of alcohol                 |
| SITHIND002 | Source and use information on the hospitality industry |
| SITHIND004 | Work effectively in hospitality service                |
| SITXCCS006 | Provide service to customers                           |
| SITXCOM002 | Show social and cultural sensitivity                   |
| SITXFIN001 | Process financial transactions                         |
| SITXFIN003 | Manage finances within a budget                        |
| SITXFSA001 | Use hygienic practices for food safety                 |
| SITXHRM001 | Coach others in job skills                             |
| SITXWHS001 | Participate in safe work practices                     |

**Elective units****Group A**

|            |   |
|------------|---|
| BSBSUS201  | Participate in environmentally sustainable work practices |
| SITHFAB001 | Clean and tidy bar areas                                  |
| SITHKOP001 | Clean kitchen premises and equipment                      |

**Group B****Food and Beverage**

|            |   |
|------------|---|
| SITHFAB003 | Operate a bar                                 |
| SITHFAB005 | Prepare and serve espresso coffee             |
| SITHFAB007 | Serve food and beverage                       |
| SITHFAB010 | Prepare and serve cocktails                   |
| SITHFAB011 | Provide advice on beers, spirits and liqueurs |

|            |  |
|------------|--|
| SITHFAB012 | Provide advice on Australian wines           |
| SITHFAB013 | Provide advice on imported wines             |
| SITHFAB014 | Provide table service of food and beverage   |
| SITHFAB015 | Provide silver service                       |
| SITHFAB016 | Provide advice on food                       |
| SITHFAB017 | Provide advice on food and beverage matching |
| SITHFAB018 | Provide gueridon service                     |
| SITHFAB020 | Manage the sale or service of wine           |

### **Inventory**

|            |                         |
|------------|-------------------------|
| SITXINV001 | Receive and store stock |
| SITXINV003 | Purchase goods          |

## **Qualification Mapping Information**

No equivalent qualification.

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# SIT30816 Certificate III in Commercial Cookery

## Modification History

Not applicable.

## Qualification Description

This qualification reflects the role of commercial cooks who use a wide range of well-developed cookery skills and sound knowledge of kitchen operations to prepare food and menu items. Using discretion and judgement, they work with some independence and under limited supervision using plans, policies and procedures to guide work activities.

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

No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.

## Entry Requirements

There are no entry requirements for this qualification.

## Packaging Rules

25 units must be completed:

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

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

### Core units

BSBSUS201 Participate in environmentally sustainable work practices

BSBWOR203 Work effectively with others

|            |  |
|------------|--|
| SITHCCC001 | Use food preparation equipment                       |
| SITHCCC005 | Prepare dishes using basic methods of cookery        |
| SITHCCC006 | Prepare appetisers and salads                        |
| SITHCCC007 | Prepare stocks, sauces and soups                     |
| SITHCCC008 | Prepare vegetable, fruit, egg and farinaceous dishes |
| SITHCCC012 | Prepare poultry dishes                               |
| SITHCCC013 | Prepare seafood dishes                               |
| SITHCCC014 | Prepare meat dishes                                  |
| SITHCCC018 | Prepare food to meet special dietary requirements    |
| SITHCCC019 | Produce cakes, pastries and breads                   |
| SITHCCC020 | Work effectively as a cook                           |
| SITHKOP001 | Clean kitchen premises and equipment                 |
| SITHKOP002 | Plan and cost basic menus                            |
| SITHPAT006 | Produce desserts                                     |
| SITXFSA001 | Use hygienic practices for food safety               |
| SITXFSA002 | Participate in safe food handling practices          |
| SITXHRM001 | Coach others in job skills                           |
| SITXINV002 | Maintain the quality of perishable items             |
| SITXWHS001 | Participate in safe work practices                   |

### **Elective units**

#### **Administration**

|           |  |
|-----------|--|
| BSBCMM201 | Communicate in the workplace           |
| TLIE1005  | Carry out basic workplace calculations |

#### **Asian Cookery**

|            |   |
|------------|---|
| SITHASC001 | Prepare dishes using basic methods of Asian cookery |
| SITHASC002 | Prepare Asian appetisers and snacks                 |



|            |   |
|------------|---|
| SITHASC003 | Prepare Asian stocks and soups                |
| SITHASC004 | Prepare Asian sauces, dips and accompaniments |
| SITHASC005 | Prepare Asian salads                          |
| SITHASC006 | Prepare Asian rice and noodles                |
| SITHASC007 | Prepare curry pastes and powders              |
| SITHASC008 | Prepare Asian cooked dishes                   |
| SITHASC009 | Prepare Asian desserts                        |
| SITHASC010 | Prepare Japanese cooked dishes                |
| SITHASC011 | Prepare sashimi                               |
| SITHASC012 | Prepare sushi                                 |
| SITHASC013 | Produce Japanese desserts                     |
| SITHASC014 | Prepare dim sum                               |
| SITHASC015 | Prepare Chinese roast meat and poultry dishes |
| SITHASC016 | Prepare tandoori dishes                       |
| SITHASC017 | Prepare Indian breads                         |
| SITHASC018 | Prepare Indian sweetmeats                     |
| SITHASC019 | Prepare Indian pickles and chutneys           |

### **Client and Customer Service**

|            |                              |
|------------|------------------------------|
| SITXCCS006 | Provide service to customers |
|------------|------------------------------|

### **Commercial Cookery and Catering**

|            |  |
|------------|--|
| HLTAHA019  | Assist with the monitoring and modification of meals and menus according to individualised plans |
| SITHCCC003 | Prepare and present sandwiches   |
| SITHCCC004 | Package prepared foodstuffs  |
| SITHCCC009 | Produce cook-chill and cook-freeze foods   |
| SITHCCC010 | Re-thermalise chilled and frozen foods   |

SITHCCC015 Produce and serve food for buffets

SITHCCC016 Produce pates and terrines

SITHCCC017 Handle and serve cheese

SITHCCC021 Prepare specialised food items

### **Communication and Teamwork**

SITXCOM001 Source and present information

SITXCOM002 Show social and cultural sensitivity

### **Computer Operations and ICT Management**

BSBITU202 Create and use spreadsheets

BSBITU301 Create and use databases

BSBITU306 Design and produce business documents

### **First Aid**

HLTAID003 Provide first aid

### **Food Safety**

SITXFSA003 Transport and store food

### **Inventory**

SITXINV001 Receive and store stock

SITXINV003 Purchase goods

### **Work Health and Safety**

SITXWHS002 Identify hazards, assess and control safety risks

### **Working in Industry**

SITHIND002 Source and use information on the hospitality industry

## **Qualification Mapping Information**

No equivalent qualification.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## SIT30916 Certificate III in Catering Operations

### Modification History

Not applicable.

### Qualification Description

This qualification reflects the role of individuals working in catering operations who use a range of cookery skills and sound knowledge of kitchen operations to prepare food items. Using discretion and judgement, they work with some independence and under limited supervision using plans, policies and procedures to guide work activities.

This qualification does not provide the skills required by commercial cooks, which are covered in SIT30816 Certificate III in Commercial Cookery.

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

Possible job titles include:

- catering assistant
- cook
- food service assistant.

No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.

### Entry Requirements

There are no entry requirements for this qualification.

### Packaging Rules

21 units must be completed:

- 12 core units
- 9 elective units, consisting of:
  - 1 unit from Group A
  - 3 units from Group A or Group B

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

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

### **Core units**

|            |   |
|------------|---|
| BSBSUS201  | Participate in environmentally sustainable work practices |
| BSBWOR203  | Work effectively with others                              |
| SITHCCC001 | Use food preparation equipment                            |
| SITHCCC002 | Prepare and present simple dishes                         |
| SITHCCC005 | Prepare dishes using basic methods of cookery             |
| SITHKOP001 | Clean kitchen premises and equipment                      |
| SITXCOM002 | Show social and cultural sensitivity                      |
| SITXFSA001 | Use hygienic practices for food safety                    |
| SITXFSA002 | Participate in safe food handling practices               |
| SITXHRM001 | Coach others in job skills                                |
| SITXINV002 | Maintain the quality of perishable items                  |
| SITXWHS001 | Participate in safe work practices                        |

### **Elective units**

#### **Group A**

|            |   |
|------------|---|
| SITHCCC011 | Use cookery skills effectively          |
| SITHIND004 | Work effectively in hospitality service |

#### **Group B**

#### **Commercial Cookery and Catering**

|            |                                |
|------------|--------------------------------|
| SITHCCC003 | Prepare and present sandwiches |
| SITHCCC004 | Package prepared foodstuffs    |

|            |  |
|------------|--|
| SITHCCC006 | Prepare appetisers and salads                        |
| SITHCCC007 | Prepare stocks, sauces and soups                     |
| SITHCCC008 | Prepare vegetable, fruit, egg and farinaceous dishes |
| SITHCCC009 | Produce cook-chill and cook-freeze foods             |
| SITHCCC010 | Re-thermalise chilled and frozen foods               |
| SITHCCC012 | Prepare poultry dishes                               |
| SITHCCC013 | Prepare seafood dishes                               |
| SITHCCC014 | Prepare meat dishes                                  |
| SITHCCC015 | Produce and serve food for buffets                   |
| SITHCCC017 | Handle and serve cheese                              |
| SITHCCC018 | Prepare food to meet special dietary requirements    |
| SITHCCC019 | Produce cakes, pastries and breads                   |

### **Food and Beverage**

|            |   |
|------------|---|
| SITHFAB002 | Provide responsible service of alcohol    |
| SITHFAB003 | Operate a bar                             |
| SITHFAB004 | Prepare and serve non-alcoholic beverages |
| SITHFAB005 | Prepare and serve espresso coffee         |
| SITHFAB007 | Serve food and beverage                   |
| SITHFAB012 | Provide advice on Australian wines        |
| SITHFAB016 | Provide advice on food                    |

### **Food safety**

|            |                          |
|------------|--------------------------|
| SITXFSA003 | Transport and store food |
|------------|--------------------------|

### **Patisserie**

|            |                                     |
|------------|-------------------------------------|
| SITHPAT001 | Produce cakes                       |
| SITHPAT003 | Produce pastries                    |
| SITHPAT004 | Produce yeast-based bakery products |

SITHPAT006 Produce desserts

### **Inventory**

SITXINV001 Receive and store stock

SITXINV003 Purchase goods

### **Kitchen Operations**

HLTAHA019 Assist with monitoring and modification of meals and menus according to individualised plans

SITHKOP002 Plan and cost basic menus

### **Working in Industry**

SITHIND002 Source and use information on the hospitality industry

### **Group C**

#### **Communication and Teamwork**

BSBCM201 Communicate in the workplace

#### **Client and Customer Service**

SITXCCS006 Provide service to customers

#### **Computer Operations and ICT Management**

BSBITU202 Create and use spreadsheets

BSBITU301 Create and use databases

BSBITU306 Design and produce business documents

#### **Finance**

SITXFIN001 Process financial transactions

#### **First Aid**

HLTAID003 Provide first aid

### **Inventory**

SITXINV001 Receive and store stock

SITXINV003 Purchase goods

## Work Health and Safety

SITXWHS002 Identify hazards, assess and control safety risks

## Qualification Mapping Information

No equivalent qualification.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>



## SIT31016 Certificate III in Patisserie

### Modification History

Not applicable.

### Qualification Description

This qualification reflects the role of pastry chefs who use a wide range of well-developed patisserie skills and sound knowledge of kitchen operations to produce patisserie products. Using discretion and judgement, they work with some independence and under limited supervision using plans, policies and procedures to guide work activities.

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

Possible job titles include:

- pastry chef
- patissier.

No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.

### Entry Requirements

There are no entry requirements for this qualification.

### Packaging Rules

22 units must be completed:

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

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

**Core units**

|            |   |
|------------|---|
| BSBSUS201  | Participate in environmentally sustainable work practices |
| BSBWOR203  | Work effectively with others                              |
| SITHCCC001 | Use food preparation equipment                            |
| SITHCCC005 | Prepare dishes using basic methods of cookery             |
| SITHCCC011 | Use cookery skills effectively                            |
| SITHKOP001 | Clean kitchen premises and equipment                      |
| SITHPAT001 | Produce cakes   |
| SITHPAT002 | Produce gateaux, torten and cakes                         |
| SITHPAT003 | Produce pastries  |
| SITHPAT004 | Produce yeast-based bakery products                       |
| SITHPAT005 | Produce petits fours                                      |
| SITHPAT006 | Produce desserts  |
| SITXFSA001 | Use hygienic practices for food safety                    |
| SITXFSA002 | Participate in safe food handling practices               |
| SITXHRM001 | Coach others in job skills                                |
| SITXINV002 | Maintain the quality of perishable items                  |
| SITXWHS001 | Participate in safe work practices                        |

**Elective units****Administration**

|           |  |
|-----------|--|
| BSBCMM201 | Communicate in the workplace           |
| TLIE1005  | Carry out basic workplace calculations |

**Client and Customer Service**

|            |                              |
|------------|------------------------------|
| SITXCCS006 | Provide service to customers |
|------------|------------------------------|

**Commercial Cookery and Catering**

|            |   |
|------------|---|
| SITHCCC015 | Produce and serve food for buffets                |
| SITHCCC018 | Prepare food to meet special dietary requirements |

### **Communication and Teamwork**

|            |                                      |
|------------|--------------------------------------|
| SITXCOM001 | Source and present information       |
| SITXCOM002 | Show social and cultural sensitivity |

### **Computer Operations and ICT Management**

|           |                                       |
|-----------|---------------------------------------|
| BSBITU202 | Create and use spreadsheets           |
| BSBITU301 | Create and use databases              |
| BSBITU306 | Design and produce business documents |

### **First Aid**

|           |                   |
|-----------|-------------------|
| HLTAID003 | Provide first aid |
|-----------|-------------------|

### **Food and Beverage**

|            |   |
|------------|---|
| SITHFAB004 | Prepare and serve non-alcoholic beverages |
| SITHFAB005 | Prepare and serve espresso coffee         |
| SITHFAB007 | Serve food and beverage                   |

### **Food Safety**

|            |                          |
|------------|--------------------------|
| SITXFSA003 | Transport and store food |
|------------|--------------------------|

### **Inventory**

|            |                         |
|------------|-------------------------|
| SITXINV001 | Receive and store stock |
| SITXINV003 | Purchase goods          |

### **Kitchen Operations**

|            |                           |
|------------|---------------------------|
| SITHKOP002 | Plan and cost basic menus |
|------------|---------------------------|

### **Work Health and Safety**

|            |   |
|------------|---|
| SITXWHS002 | Identify hazards, assess and control safety risks |
|------------|---|

### **Working in Industry**

|            |   |
|------------|---|
| SITHIND002 | Source and use information on the hospitality |
|------------|---|

industry

## Qualification Mapping Information

No equivalent qualification.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# SIT31116 Certificate III in Asian Cookery

## Modification History

Not applicable.

## Qualification Description

This qualification reflects the role of commercial cooks who use a wide range of well-developed cookery skills and sound knowledge of kitchen operations to prepare Asian food and menu items. Using discretion and judgement, they work with some independence and under limited supervision using plans, policies and procedures to guide work activities.

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

No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.

## Entry Requirements

There are no entry requirements for this qualification.

## Packaging Rules

25 units must be completed:

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

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

### Core units

BSBSUS201 Participate in environmentally sustainable work practices

BSBWOR203 Work effectively with others

|            |   |
|------------|---|
| SITHASC001 | Prepare dishes using basic methods of Asian cookery |
| SITHASC002 | Prepare Asian appetisers and snacks                 |
| SITHASC003 | Prepare Asian stocks and soups                      |
| SITHASC004 | Prepare Asian sauces, dips and accompaniments       |
| SITHASC005 | Prepare Asian salads                                |
| SITHASC006 | Prepare Asian rice and noodles                      |
| SITHASC008 | Prepare Asian cooked dishes                         |
| SITHCCC001 | Use food preparation equipment                      |
| SITHCCC018 | Prepare food to meet special dietary requirements   |
| SITHCCC020 | Work effectively as a cook                          |
| SITHKOP001 | Clean kitchen premises and equipment                |
| SITHKOP002 | Plan and cost basic menus                           |
| SITXFSA001 | Use hygienic practices for food safety              |
| SITXFSA002 | Participate in safe food handling practices         |
| SITXHRM001 | Coach others in job skills                          |
| SITXINV002 | Maintain the quality of perishable items            |
| SITXWHS001 | Participate in safe work practices                  |

### **Elective Units**

#### **Administration**

|           |  |
|-----------|--|
| BSBCMM201 | Communicate in the workplace           |
| TLIE1005  | Carry out basic workplace calculations |

#### **Asian Cookery**

|            |                                  |
|------------|----------------------------------|
| SITHASC007 | Prepare curry pastes and powders |
| SITHASC009 | Prepare Asian desserts           |
| SITHASC010 | Prepare Japanese cooked dishes   |
| SITHASC011 | Prepare sashimi                  |

|            |   |
|------------|---|
| SITHASC012 | Prepare sushi                                 |
| SITHASC013 | Produce Japanese desserts                     |
| SITHASC014 | Prepare dim sum                               |
| SITHASC015 | Prepare Chinese roast meat and poultry dishes |
| SITHASC016 | Prepare tandoori dishes                       |
| SITHASC017 | Prepare Indian breads                         |
| SITHASC018 | Prepare Indian sweetmeats                     |
| SITHASC019 | Prepare Indian pickles and chutneys           |

### **Client and Customer Service**

|            |                              |
|------------|------------------------------|
| SITXCCS006 | Provide service to customers |
|------------|------------------------------|

### **Commercial Cookery and Catering**

|            |  |
|------------|--|
| SITHCCC004 | Package prepared foodstuffs              |
| SITHCCC009 | Produce cook-chill and cook-freeze foods |
| SITHCCC010 | Re-thermalise chilled and frozen foods   |
| SITHCCC015 | Produce and serve food for buffets       |
| SITHCCC021 | Prepare specialised food items           |
| SITHCCC022 | Prepare portion-controlled meat cuts     |

### **Communication and Teamwork**

|            |                                      |
|------------|--------------------------------------|
| SITXCOM001 | Source and present information       |
| SITXCOM002 | Show social and cultural sensitivity |

### **Computer Operations and ICT Management**

|           |                                       |
|-----------|---------------------------------------|
| BSBITU202 | Create and use spreadsheets           |
| BSBITU301 | Create and use databases              |
| BSBITU306 | Design and produce business documents |

### **First Aid**

|           |                   |
|-----------|-------------------|
| HLTAID003 | Provide first aid |
|-----------|-------------------|

**Food Safety**

SITXFSA003 Transport and store food

**Inventory**

SITXINV001 Receive and store stock

SITXINV003 Purchase goods

**Work Health and Safety**

SITXWHS002 Identify hazards, assess and control safety risks

**Working in Industry**

SITHIND002 Source and use information on the hospitality industry

**Qualification Mapping Information**

No equivalent qualification.

**Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>



## SIT40116 Certificate IV in Travel and Tourism

### Modification History

Not applicable.

### Qualification Description

This qualification reflects the role of skilled operators who use a broad range of tourism or travel skills and sound knowledge of industry operations to coordinate travel or tourism services. They operate independently or with limited guidance from others and use discretion to solve non-routine problems. Many people have supervisory responsibilities and plan, monitor and evaluate the work of team members.

This qualification provides a pathway to work in many travel and tourism industry sectors and for a diverse range of employers including travel agencies, tour wholesalers, tour operators, inbound tour operators, tourist attractions, visitor information centres and other tourism businesses.

Possible job titles include:

- account coordinator
- assistant manager
- marketing coordinator
- operations supervisor
- product coordinator
- promotions officer
- reservations sales or call centre supervisor
- senior operations coordinator
- senior or supervisory retail consultant
- sales coordinator
- sales executive.

No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.

### Entry Requirements

There are no entry requirements for this qualification.

## Packaging Rules

19 units must be completed:

- 7 core units
- 12 elective units, consisting of:
  - 6 units from Group A
  - 6 additional units from Group A, Group B, elsewhere in the SIT Training Package, or any other current Training Package or accredited course.

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

### Core units

|            |   |
|------------|---|
| SITTIND001 | Source and use information on the tourism and travel industry |
| SITXCCS007 | Enhance customer service experiences                          |
| SITXCOM002 | Show social and cultural sensitivity                          |
| SITXCOM005 | Manage conflict   |
| SITXFIN002 | Interpret financial information                               |
| SITXHRM001 | Coach others in job skills                                    |
| SITXWHS003 | Implement and monitor work health and safety practices        |

### Elective units

#### Group A

#### Tourism and Travel Coordination

|            |  |
|------------|--|
| SITXCCS002 | Provide visitor information                  |
| SITTTOP003 | Allocate tour or activity resources          |
| SITTTSL002 | Access and interpret product information     |
| SITTTSL003 | Provide advice on international destinations |
| SITTTSL004 | Provide advice on Australian destinations    |
| SITTTSL005 | Sell tourism products and services           |

|            |  |
|------------|--|
| SITTTSL006 | Prepare quotations                                   |
| SITTTSL007 | Process reservations                                 |
| SITTTSL008 | Book supplier products and services                  |
| SITTTSL009 | Process travel-related documentation                 |
| SITTTSL010 | Use a computerised reservations or operations system |
| SITTTSL011 | Source airfares for domestic flights                 |
| SITTTSL012 | Construct normal international airfares              |
| SITTTSL013 | Construct promotional international airfares         |
| SITTTSL014 | Construct advanced international airfares            |
| SITTTSL015 | Administer billing and settlement plans              |
| SITTTSL016 | Provide specialist advice on cruises                 |
| SITTTSL017 | Maintain product inventories                         |

### **Tourism Delivery**

|            |  |
|------------|--|
| SITTGDE004 | Lead tour groups   |
| SITTGDE005 | Prepare and present tour commentaries or activities                            |
| SITTGDE006 | Develop and maintain the general and regional knowledge required by guides     |
| SITTGDE007 | Research and share information on Australian Indigenous cultures               |
| SITTGDE008 | Prepare specialised interpretive content on flora, fauna and landscape         |
| SITTGDE009 | Prepare specialised interpretive content on marine environments                |
| SITTGDE010 | Prepare specialised interpretive content on cultural and heritage environments |
| SITTGDE011 | Coordinate and operate tours   |
| SITTTOP001 | Load touring equipment and supplies  |
| SITTTOP002 | Provide outdoor catering   |

|            |                                  |
|------------|----------------------------------|
| SITTTOP004 | Set up and operate a camp site   |
| SITTTOP005 | Operate tours in a remote area   |
| TLIC1051   | Operate commercial vehicle       |
| TLIC2025   | Operate four wheel drive vehicle |
| TLIC3042   | Operate coach/bus                |

## **Group B**

### **Communication and Teamwork**

|            |                               |
|------------|-------------------------------|
| BSBCMM401  | Make a presentation           |
| BSBWRT401  | Write complex documents       |
| SITXCOM004 | Address protocol requirements |

### **Computer Operations and ICT Management**

|           |                                       |
|-----------|---------------------------------------|
| BSBITU301 | Create and use databases              |
| BSBITU302 | Create electronic presentations       |
| BSBITU306 | Design and produce business documents |
| BSBITU402 | Develop and use complex spreadsheets  |

### **Crisis Management**

|            |                                 |
|------------|---------------------------------|
| SITXCRI001 | Respond to a customer in crisis |
|------------|---------------------------------|

### **E-Business**

|            |   |
|------------|---|
| SITXEBS001 | Use social media in a business            |
| SITXEBS003 | Build and launch a small business website |

### **Environmental Sustainability**

|           |  |
|-----------|--|
| BSBSUS401 | Implement and monitor environmentally sustainable work practices |
|-----------|--|

### **Finance**

|            |                                |
|------------|--------------------------------|
| BSBFIA401  | Prepare financial reports      |
| SITXFIN001 | Process financial transactions |

SITXFIN003 Manage finances within a budget

### **First Aid**

HLTAID003 Provide first aid

HLTAID005 Provide first aid in remote situations

### **Food Safety**

SITXFSA001 Use hygienic practices for food safety

### **Languages other than English**

SITXLAN003 Conduct oral communication in a language other than English

SITXLAN004 Conduct complex oral communication in a language other than English

SITXLAN005 Read and write information in a language other than English

### **Marketing and Public Relations**

BSBMKG401 Profile the market

BSBMKG412 Conduct e-marketing communications

BSBREL401 Establish networks

SITXMPR001 Coordinate production of brochures and marketing materials

SITXMPR002 Create a promotional display or stand

SITXMPR003 Plan and implement sales activities

SITXMPR004 Coordinate marketing activities

SITXMPR005 Participate in cooperative online marketing initiatives

### **Planning and Product Development**

SITTPPD001 Package tourism products

SITTPPD002 Develop interpretive activities

SITTPPD003 Coordinate and operate sustainable tourism activities

SITTPPD004 Develop in-house recreational activities

### **Supervision**

SITXHRM002 Roster staff

SITXHRM003 Lead and manage people

SITXMGT001 Monitor work operations

### **Work Health and Safety**

SITXWHS002 Identify hazards, assess and control safety risks

## **Qualification Mapping Information**

No equivalent qualification.

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## SIT40216 Certificate IV in Guiding

### Modification History

Not applicable.

### Qualification Description

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

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

Possible job titles include:

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

No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.

### Entry Requirements

There are no entry requirements for this qualification.

### Packaging Rules

17 units must be completed:

- 11 core units

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

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

### **Core units**

|            |   |
|------------|---|
| HLTAID003  | Provide first aid                                   |
| SITTGDE002 | Work as a guide                                     |
| SITTGDE004 | Lead tour groups                                    |
| SITTGDE005 | Prepare and present tour commentaries or activities |
| SITTGDE011 | Coordinate and operate tours                        |
| SITTGDE012 | Manage extended touring programs                    |
| SITXCCS007 | Enhance customer service experiences                |
| SITXCOM002 | Show social and cultural sensitivity                |
| SITXCOM005 | Manage conflict                                     |
| SITXWHS001 | Participate in safe work practices                  |
| SITXWHS002 | Identify hazards, assess and control safety risks   |

### **Elective units**

#### **Communication and Customer Service**

|            |                                 |
|------------|---------------------------------|
| SITXCOM004 | Address protocol requirements   |
| SITXCRI001 | Respond to a customer in crisis |

#### **Environmental Sustainability**

|           |  |
|-----------|--|
| BSBSUS201 | Participate in environmentally sustainable work practices        |
| BSBSUS401 | Implement and monitor environmentally sustainable work practices |



**First Aid**

HLTAID005 Provide first aid in remote situations

**Food Safety**

SITXFSA001 Use hygienic practices for food safety

**Guiding**

SITTGDE001 Interpret aspects of local Australian Indigenous culture

SITTGDE003 Provide arrival and departure assistance

SITTGDE006 Develop and maintain the general and regional knowledge required by guides

SITTGDE007 Research and share information on Australian Indigenous cultures

SITTGDE008 Prepare specialised interpretive content on flora, fauna and landscape

SITTGDE009 Prepare specialised interpretive content on marine environments

SITTGDE010 Prepare specialised interpretive content on cultural and heritage environments

**Human Resource Management**

SITXHRM001 Coach others in job skills

**Languages other than English**

SITXLAN004 Conduct complex oral communication in a language other than English

SITXLAN005 Read and write information in a language other than English

SITXLAN006 Read and write documents in a language other than English

**Marketing and Public Relations**

BSBREL401 Establish networks

BSBREL402 Build client relationships and business networks

**Planning and Product Development**

|            |   |
|------------|---|
| SITTPPD002 | Develop interpretive activities                       |
| SITTPPD003 | Coordinate and operate sustainable tourism activities |
| SITTPPD004 | Develop in-house recreational activities              |

**Tour Operations**

|            |   |
|------------|---|
| SITTTOP001 | Load touring equipment and supplies         |
| SITTTOP002 | Provide outdoor catering                    |
| SITTTOP003 | Allocate tour or activity resources         |
| SITTTOP004 | Set up and operate a camp site              |
| SITTTOP005 | Operate tours in a remote area              |
| TLIB2003   | Carry out vehicle servicing and maintenance |
| TLIC1051   | Operate commercial vehicle                  |
| TLIC2025   | Operate four wheel drive vehicle            |
| TLIC3042   | Operate coach/bus                           |

**Tourism Sales and Operations**

|            |  |
|------------|--|
| SITTTSL002 | Access and interpret product information     |
| SITTTSL003 | Provide advice on international destinations |
| SITTTSL004 | Provide advice on Australian destinations    |
| SITTTSL005 | Sell tourism products and services           |
| SITTTSL009 | Process travel-related documentation         |

**Working in Industry**

|            |   |
|------------|---|
| CUAIND402  | Provide freelance services                                    |
| SITTIND001 | Source and use information on the tourism and travel industry |

## Qualification Mapping Information

No equivalent qualification.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## SIT40316 Certificate IV in Holiday Parks and Resorts

### Modification History

Not applicable.

### Qualification Description

This qualification reflects the role of skilled operators who use a broad range of skills and sound knowledge of industry operations to plan, monitor and evaluate the work of team members. They operate independently or with limited guidance from others, and use discretion to solve non-routine problems.

This qualification provides a pathway to work as a supervisor in holiday parks and resorts. They may be a specialist in front office, housekeeping or grounds maintenance, or be multi-skilled across different operational areas.

Possible job titles include:

- assistant manager
- front office supervisor
- grounds and maintenance supervisor
- operations supervisor.

No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.

### Entry Requirements

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

EITHER

Be formally assessed through a training program or recognition process against one of the unit clusters below.

OR

Have relevant holiday parks and resorts industry experience. Work must involve the application of skills and knowledge described in one of the unit clusters.

The unit clusters for different pathways are:

**Front office pathway**

- BSBSUS201 Participate in environmentally sustainable work practices
- BSBWOR202 Organise and complete daily work activities
- SITHACS008 Provide accommodation reception services
- SITTIND002 Source and use information on the holiday park and resort industry
- SITTTSL007 Process reservations
- SITXCCS006 Provide service to customers
- SITXCOM002 Show social and cultural sensitivity
- SITXWHS002 Identify hazards, assess and control safety risks

**Grounds maintenance pathway**

- BSBSUS201 Participate in environmentally sustainable work practices
- BSBWOR202 Organise and complete daily work activities
- RIISAM204D Operate small plant and equipment
- SIFCBGM001 Provide general grounds care
- SIFCBGM002 Maintain property and structures
- SITTIND002 Source and use information on the holiday park and resort industry
- SITXCCS006 Provide service to customers
- SITXCOM002 Show social and cultural sensitivity
- SITXWHS002 Identify hazards, assess and control safety risks

**Housekeeping pathway**

- BSBSUS201 Participate in environmentally sustainable work practices
- BSBWOR202 Organise and complete daily work activities
- SITHACS001 Clean premises and equipment
- SITHACS002 Provide housekeeping services to guests
- SITHACS003 Prepare rooms for guests
- SITTIND002 Source and use information on the holiday park and resort industry

SITXCCS006 Provide service to customers

SITXCOM002 Show social and cultural sensitivity

SITXWHS002 Identify hazards, assess and control safety risks

## Packaging Rules

10 units must be completed:

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

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

### Core units

SITXCOM005 Manage conflict

SITXFIN002 Interpret financial information

SITXHRM001 Coach others in job skills

SITXHRM003 Lead and manage people

SITXMGT001 Monitor work operations

SITXWHS003 Implement and monitor work health and safety practices

### Elective units

#### Accommodation Services - Front Office

SITTTSL005 Sell tourism products and services

SITTTSL006 Prepare quotations

SITTTSL009 Process travel-related documentation

SITTTSL010 Use a computerised reservations or operations system

### **Building and Grounds Maintenance, and Facility Operations**

SIFCBGM007 Evaluate building and grounds maintenance and development needs

SIFCBGM008 Coordinate building and grounds maintenance and development

SISCAQU001 Test pool water quality

SISCAQU003 Maintain aquatic facility plant and equipment

SISCAQU004 Develop and implement pool water maintenance procedures

SISCAQU014 Operate self-contained breathing apparatus in an aquatic facility

SITTVAF004 Tow and site recreational vehicles

SITTVAF005 Fill LPG gas cylinders

TLIB2003 Carry out vehicle servicing and maintenance

### **Client and Customer Service, and Crisis Management**

SITXCCS004 Provide lost and found services

SITXCCS007 Enhance customer service experiences

SITXCRI001 Respond to a customer in crisis

### **Communication and Teamwork**

BSBCMM401 Make a presentation

BSBWRT401 Write complex documents

SITXCOM004 Address protocol requirements

### **Computer Operations and ICT Management**

BSBITU301 Create and use databases

BSBITU302 Create electronic presentations

BSBITU306 Design and produce business documents

BSBITU402 Develop and use complex spreadsheets

### **E-Business**

SITXEBS001 Use social media in a business

### **Environmental Sustainability**

BSBSUS401 Implement and monitor environmentally sustainable work practices

### **Finance**

BSBFIA401 Prepare financial reports

SITXFIN001 Process financial transactions

SITXFIN003 Manage finances within a budget

### **First Aid**

HLTAID003 Provide first aid

### **Human Resource Management**

SITXHRM002 Roster staff

### **Inventory**

SITXINV003 Purchase goods

SITXINV004 Control stock

### **Marketing and Public Relations**

BSBMKG412 Conduct e-marketing communications

SITXMPR001 Coordinate production of brochures and marketing materials

SITXMPR004 Coordinate marketing activities

### **Planning and Product Development**

SITTPPD004 Develop in-house recreational activities



## Qualification Mapping Information

SIT40812 Certificate IV in Holiday Parks and Resorts

### Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## SIT40416 Certificate IV in Hospitality

### Modification History

Not applicable.

### Qualification Description

This qualification reflects the role of skilled operators who use a broad range of hospitality service, sales or operational skills combined with supervisory skills and sound knowledge of industry operations to plan, monitor and evaluate the work of team members. They operate independently or with limited guidance from others, and use discretion to solve non-routine problems.

This qualification provides a pathway to work as a supervisor in hospitality organisations such as restaurants, hotels, motels, clubs, pubs, cafés, and coffee shops. This qualification allows for multi-skilling and for specialisation in accommodation services, food and beverage, and gaming.

Possible job titles include:

- bar supervisor or team leader
- concierge
- duty manager
- food and beverage supervisor or team leader
- front office supervisor or team leader
- housekeeping supervisor or team leader
- gaming supervisor or team leader
- shift manager.

No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.

### Entry Requirements

There are no entry requirements for this qualification.

### Packaging Rules

21 units must be completed:

- 9 core units

- 12 elective units, consisting of:
  - 1 unit from Group A
  - 7 units from Group B
  - 4 units from Group B, elsewhere in the SIT Training Package, or any other current Training Package or accredited course.

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

### **Core units**

|            |  |
|------------|--|
| BSBDIV501  | Manage diversity in the workplace                      |
| SITHIND004 | Work effectively in hospitality service                |
| SITXCCS007 | Enhance customer service experiences                   |
| SITXCOM005 | Manage conflict  |
| SITXFIN003 | Manage finances within a budget                        |
| SITXHRM001 | Coach others in job skills                             |
| SITXHRM003 | Lead and manage people                                 |
| SITXMGT001 | Monitor work operations                                |
| SITXWHS003 | Implement and monitor work health and safety practices |

### **Elective units**

#### **Group A**

|            |  |
|------------|--|
| SITHIND001 | Use hygienic practices for hospitality service |
| SITXFSA001 | Use hygienic practices for food safety         |

#### **Group B**

#### **Accommodation Services – Front Office, Housekeeping and Porting**

|             |                              |
|-------------|------------------------------|
| CPPCLO2001A | Maintain hard floor surfaces |
| CPPCLO2004A | Maintain carpeted floors     |
| CPPCLO2009A | Clean glass surfaces         |

|             |  |
|-------------|--|
| CPPCLO2010A | Clean ceiling surfaces and fittings                  |
| CPPCLO2017A | Clean wet areas                                      |
| CPPCLO2019A | Sort and remove waste and recyclable materials       |
| CPPCLO2035A | Maintain cleaning storage areas                      |
| CPPCLO3013A | Clean window coverings                               |
| CPPCLO3016A | Wash furniture and fittings                          |
| SITHACS001  | Clean premises and equipment                         |
| SITHACS002  | Provide housekeeping services to guests              |
| SITHACS003  | Prepare rooms for guests                             |
| SITHACS004  | Launder linen and guest clothes                      |
| SITHACS005  | Provide porter services                              |
| SITHACS006  | Provide valet services                               |
| SITHACS007  | Conduct night audit                                  |
| SITHACS008  | Provide accommodation reception services             |
| SITTTSL002  | Access and interpret product information             |
| SITTTSL005  | Sell tourism products and services                   |
| SITTTSL006  | Prepare quotations                                   |
| SITTTSL007  | Process reservations                                 |
| SITTTSL010  | Use a computerised reservations or operations system |

### **Client and Customer Service**

|            |                                 |
|------------|---------------------------------|
| SITXCCS002 | Provide visitor information     |
| SITXCCS004 | Provide lost and found services |
| SITXCCS005 | Provide club reception services |
| SITXCRI001 | Respond to a customer in crisis |

### **Communication and Teamwork**

|            |                               |
|------------|-------------------------------|
| SITXCOM004 | Address protocol requirements |
|------------|-------------------------------|

**Computer Operations and ICT Management**

|           |                                       |
|-----------|---------------------------------------|
| BSBITU301 | Create and use databases              |
| BSBITU306 | Design and produce business documents |
| BSBITU402 | Develop and use complex spreadsheets  |

**E-Business**

|            |                                |
|------------|--------------------------------|
| SITXEBS001 | Use social media in a business |
|------------|--------------------------------|

**Environmental Sustainability**

|           |  |
|-----------|--|
| BSBSUS401 | Implement and monitor environmentally sustainable work practices |
|-----------|--|

**Events**

|            |   |
|------------|---|
| SITEEVT001 | Source and use information on the events industry |
| SITEEVT002 | Process and monitor event registrations           |
| SITEEVT003 | Coordinate on-site event registrations            |
| SITEEVT004 | Provide event staging support                     |
| SITEEVT005 | Plan in-house events or functions                 |

**Finance**

|            |                                 |
|------------|---------------------------------|
| BSBFIA301  | Maintain financial records      |
| BSBFIA401  | Prepare financial reports       |
| SITXFIN002 | Interpret financial information |

**First Aid**

|           |                   |
|-----------|-------------------|
| HLTAID003 | Provide first aid |
|-----------|-------------------|

**Food and Beverage**

|            |   |
|------------|---|
| SITHFAB001 | Clean and tidy bar areas                  |
| SITHFAB002 | Provide responsible service of alcohol    |
| SITHFAB003 | Operate a bar                             |
| SITHFAB004 | Prepare and serve non-alcoholic beverages |

|            |   |
|------------|---|
| SITHFAB005 | Prepare and serve espresso coffee                 |
| SITHFAB006 | Provide room service                              |
| SITHFAB008 | Operate and monitor cellar systems                |
| SITHFAB009 | Conduct a product tasting for alcoholic beverages |
| SITHFAB010 | Prepare and serve cocktails                       |
| SITHFAB011 | Provide advice on beers, spirits and liqueurs     |
| SITHFAB012 | Provide advice on Australian wines                |
| SITHFAB013 | Provide advice on imported wines                  |
| SITHFAB014 | Provide table service of food and beverage        |
| SITHFAB015 | Provide silver service                            |
| SITHFAB016 | Provide advice on food                            |
| SITHFAB017 | Provide advice on food and beverage matching      |
| SITHFAB018 | Provide gueridon service                          |
| SITHFAB019 | Plan and monitor espresso coffee service          |

**Food Safety**

|            |   |
|------------|---|
| SITXFSA001 | Use hygienic practices for food safety      |
| SITXFSA002 | Participate in safe food handling practices |
| SITXFSA003 | Transport and store food                    |

**Gaming**

|            |   |
|------------|---|
| SITHGAM001 | Provide responsible gambling services     |
| SITHGAM002 | Attend gaming machines                    |
| SITHGAM003 | Operate a TAB outlet                      |
| SITHGAM004 | Conduct Keno games                        |
| SITHGAM005 | Analyse and report on gaming machine data |
| SITHGAM006 | Deal Baccarat games                       |
| SITHGAM007 | Conduct Big Wheel games                   |

|            |                               |
|------------|-------------------------------|
| SITHGAM008 | Deal Blackjack games          |
| SITHGAM009 | Deal Poker games              |
| SITHGAM010 | Deal Pontoon games            |
| SITHGAM011 | Conduct Rapid Roulette games  |
| SITHGAM012 | Conduct Roulette games        |
| SITHGAM013 | Conduct Sic Bo games          |
| SITHGAM015 | Attend casino gaming machines |
| SITHGAM016 | Deal Caribbean Stud games     |
| SITHGAM017 | Deal Casino War games         |
| SITHGAM018 | Deal Mississippi Stud games   |
| SITHGAM019 | Conduct Rapid Baccarat games  |
| SITHGAM020 | Conduct Rapid Big Wheel games |
| SITHGAM021 | Deal Three Card Poker games   |

### **Human Resource Management**

|            |              |
|------------|--------------|
| SITXHRM002 | Roster staff |
|------------|--------------|

### **Inventory**

|            |  |
|------------|--|
| SITXINV002 | Maintain the quality of perishable items |
| SITXINV003 | Purchase goods                           |
| SITXINV004 | Control stock                            |

### **Kitchen Operations**

|            |                                       |
|------------|---------------------------------------|
| SITHKOP006 | Plan catering for events or functions |
|------------|---------------------------------------|

### **Languages other than English**

|            |   |
|------------|---|
| SITXLAN003 | Conduct oral communication in a language other than English         |
| SITXLAN004 | Conduct complex oral communication in a language other than English |

SITXLAN005 Read and write information in a language other than English

### **Marketing and Public Relations**

SITXMPR001 Coordinate production of brochures and marketing materials

SITXMPR002 Create a promotional display or stand

SITXMPR003 Plan and implement sales activities

SITXMPR004 Coordinate marketing activities

SITXMPR005 Participate in cooperative online marketing initiatives

### **Security**

CPPSEC2012A Monitor and control individual and crowd behaviour

CPPSEC3018A Provide for the safety of persons at risk

### **Work Health and Safety**

SITXWHS002 Identify hazards, assess and control safety risks

### **Working in Industry**

SITHIND001 Use hygienic practices for hospitality service

SITHIND002 Source and use information on the hospitality industry

SITTIND001 Source and use information on the tourism and travel industry

## **Qualification Mapping Information**

SIT40313 Certificate IV in Hospitality

### **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>



# SIT40516 Certificate IV in Commercial Cookery

## Modification History

Not applicable.

## Qualification Description

This qualification reflects the role of commercial cooks who have a supervisory or team leading role in the kitchen. They operate independently or with limited guidance from others and use discretion to solve non-routine problems.

This qualification provides a pathway to work in organisations such as restaurants, hotels, clubs, pubs, cafes and coffee shops, or to run a small business in these sectors.

Possible job titles include:

- chef
- chef de partie.

No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.

## Entry Requirements

There are no entry requirements for this qualification.

## Packaging Rules

33 units must be completed:

- 26 core units
- 7 elective units, consisting of:
  - 7 units from the list below, elsewhere in the SIT Training Package, or any other current Training Package or accredited course

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

### Core units

|           |  |
|-----------|--|
| BSBDIV501 | Manage diversity in the workplace                                |
| BSBSUS401 | Implement and monitor environmentally sustainable work practices |

|            |  |
|------------|--|
| SITHCCC001 | Use food preparation equipment                         |
| SITHCCC005 | Prepare dishes using basic methods of cookery          |
| SITHCCC006 | Prepare appetisers and salads                          |
| SITHCCC007 | Prepare stocks, sauces and soups                       |
| SITHCCC008 | Prepare vegetable, fruit, egg and farinaceous dishes   |
| SITHCCC012 | Prepare poultry dishes                                 |
| SITHCCC013 | Prepare seafood dishes                                 |
| SITHCCC014 | Prepare meat dishes                                    |
| SITHCCC018 | Prepare food to meet special dietary requirements      |
| SITHCCC019 | Produce cakes, pastries and breads                     |
| SITHCCC020 | Work effectively as a cook                             |
| SITHKOP002 | Plan and cost basic menus                              |
| SITHKOP004 | Develop menus for special dietary requirements         |
| SITHKOP005 | Coordinate cooking operations                          |
| SITHPAT006 | Produce desserts                                       |
| SITXCOM005 | Manage conflict  |
| SITXFIN003 | Manage finances within a budget                        |
| SITXFSA001 | Use hygienic practices for food safety                 |
| SITXFSA002 | Participate in safe food handling practices            |
| SITXHRM001 | Coach others in job skills                             |
| SITXHRM003 | Lead and manage people                                 |
| SITXINV002 | Maintain the quality of perishable items               |
| SITXMGT001 | Monitor work operations                                |
| SITXWHS003 | Implement and monitor work health and safety practices |

### **Elective Units**

**Asian Cookery**

|            |   |
|------------|---|
| SITHASC002 | Prepare Asian appetisers and snacks           |
| SITHASC003 | Prepare Asian stocks and soups                |
| SITHASC004 | Prepare Asian sauces, dips and accompaniments |
| SITHASC005 | Prepare Asian salads                          |
| SITHASC006 | Prepare Asian rice and noodles                |
| SITHASC007 | Prepare curry pastes and powders              |
| SITHASC008 | Prepare Asian cooked dishes                   |
| SITHASC009 | Prepare Asian desserts                        |
| SITHASC010 | Prepare Japanese cooked dishes                |
| SITHASC011 | Prepare sashimi                               |
| SITHASC012 | Prepare sushi                                 |
| SITHASC013 | Produce Japanese desserts                     |
| SITHASC014 | Prepare dim sum                               |
| SITHASC015 | Prepare Chinese roast meat and poultry dishes |
| SITHASC016 | Prepare tandoori dishes                       |
| SITHASC017 | Prepare Indian breads                         |
| SITHASC018 | Prepare Indian sweetmeats                     |
| SITHASC019 | Prepare Indian pickles and chutneys           |

**Client and Customer Service**

|            |  |
|------------|--|
| CHCAGE001  | Facilitate the empowerment of older people |
| SITXCCS006 | Provide service to customers               |
| SITXCCS007 | Enhance customer service experiences       |

**Commercial Cookery and Catering**

|            |  |
|------------|--|
| SITHCCC004 | Package prepared foodstuffs              |
| SITHCCC009 | Produce cook-chill and cook-freeze foods |

|            |  |
|------------|--|
| SITHCCC010 | Re-thermalise chilled and frozen foods |
| SITHCCC015 | Produce and serve food for buffets     |
| SITHCCC016 | Produce pates and terrines             |
| SITHCCC017 | Handle and serve cheese                |
| SITHCCC021 | Prepare specialised food items         |
| SITHCCC022 | Prepare portion-controlled meat cuts   |

### **Computer Operations and ICT Management**

|           |                                       |
|-----------|---------------------------------------|
| BSBITU202 | Create and use spreadsheets           |
| BSBITU301 | Create and use databases              |
| BSBITU306 | Design and produce business documents |

### **Finance**

|            |                                 |
|------------|---------------------------------|
| BSBFIA401  | Prepare financial reports       |
| SITXFIN002 | Interpret financial information |

### **First Aid**

|           |                   |
|-----------|-------------------|
| HLTAID003 | Provide first aid |
|-----------|-------------------|

### **Food and Beverage**

|            |  |
|------------|--|
| SITHFAB002 | Provide responsible service of alcohol     |
| SITHFAB003 | Operate a bar                              |
| SITHFAB005 | Prepare and serve espresso coffee          |
| SITHFAB007 | Serve food and beverage                    |
| SITHFAB014 | Provide table service of food and beverage |

### **Food Safety**

|            |   |
|------------|---|
| SITXFSA003 | Transport and store food                    |
| SITXFSA004 | Develop and implement a food safety program |

### **Human Resource Management**

|            |              |
|------------|--------------|
| SITXHRM002 | Roster staff |
|------------|--------------|

|            |                                |
|------------|--------------------------------|
| TAEASS301B | Contribute to assessment       |
| TAEDEL301A | Provide work skill instruction |
| TAEDEL404A | Mentor in the workplace        |

### **Inventory**

|            |                         |
|------------|-------------------------|
| SITXINV001 | Receive and store stock |
| SITXINV003 | Purchase goods          |
| SITXINV004 | Control stock           |

### **Kitchen Operations**

|            |                                       |
|------------|---------------------------------------|
| SITHKOP003 | Plan and display buffets              |
| SITHKOP006 | Plan catering for events or functions |

### **Patisserie**

|            |  |
|------------|--|
| SITHPAT002 | Produce gateaux, torten and cakes          |
| SITHPAT005 | Produce petits fours                       |
| SITHPAT007 | Prepare and model marzipan                 |
| SITHPAT008 | Produce chocolate confectionery            |
| SITHPAT009 | Model sugar-based decorations              |
| SITHPAT010 | Design and produce sweet buffet showpieces |

### **Work Health and Safety**

|            |   |
|------------|---|
| SITXWHS002 | Identify hazards, assess and control safety risks |
|------------|---|

### **Working in Industry**

|            |  |
|------------|--|
| SITHIND002 | Source and use information on the hospitality industry |
|------------|--|

## **Qualification Mapping Information**

No equivalent qualification.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# SIT40616 Certificate IV in Catering Operations

## Modification History

Not applicable.

## Qualification Description

This qualification reflects the role of individuals working in catering operations who have a supervisory or team leading role. They operate independently or with limited guidance from others and use discretion to solve non-routine problems.

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

Possible job titles include:

- catering supervisor
- kitchen administrator
- small business caterer.

No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.

## Entry Requirements

There are no entry requirements for this qualification.

## Packaging Rules

23 units must be completed:

- 12 core units
- 11 elective units, consisting of:
  - 1 unit from Group A
  - 4 units from Group A or Group B
  - 6 units from Group B, Group C, elsewhere in the SIT Training Package, or any other current Training Package or accredited course.

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

**Core units**

|            |  |
|------------|--|
| BSBSUS401  | Implement and monitor environmentally sustainable work practices |
| SITHCCC001 | Use food preparation equipment                                   |
| SITHCCC005 | Prepare dishes using basic methods of cookery                    |
| SITHKOP005 | Coordinate cooking operations                                    |
| SITXCOM005 | Manage conflict  |
| SITXFIN003 | Manage finances within a budget                                  |
| SITXFSA001 | Use hygienic practices for food safety                           |
| SITXFSA002 | Participate in safe food handling practices                      |
| SITXHRM001 | Coach others in job skills                                       |
| SITXINV002 | Maintain the quality of perishable items                         |
| SITXINV004 | Control stock  |
| SITXWHS003 | Implement and monitor work health and safety practices           |

**Elective units****Group A**

|            |   |
|------------|---|
| SITHCCC011 | Use cookery skills effectively          |
| SITHIND004 | Work effectively in hospitality service |

**Group B****Commercial Cookery and Catering**

|            |  |
|------------|--|
| SITHCCC003 | Prepare and present sandwiches                       |
| SITHCCC004 | Package prepared foodstuffs                          |
| SITHCCC006 | Prepare appetisers and salads                        |
| SITHCCC007 | Prepare stocks, sauces and soups                     |
| SITHCCC008 | Prepare vegetable, fruit, egg and farinaceous dishes |



|            |  |
|------------|--|
| SITHCCC009 | Produce cook-chill and cook-freeze foods               |
| SITHCCC010 | Re-thermalise chilled and frozen foods                 |
| SITHCCC012 | Prepare poultry dishes                                 |
| SITHCCC013 | Prepare seafood dishes                                 |
| SITHCCC014 | Prepare meat dishes                                    |
| SITHCCC015 | Produce and serve food for buffets                     |
| SITHCCC016 | Produce pates and terrines                             |
| SITHCCC017 | Handle and serve cheese                                |
| SITHCCC018 | Prepare food to meet special dietary requirements      |
| SITHCCC019 | Produce cakes, pastries and breads                     |
| SITHCCC021 | Prepare specialised food items                         |
| SITHCCC022 | Prepare portion-controlled meat cuts and meat products |

### **Food and Beverage**

|            |  |
|------------|--|
| SITHFAB002 | Provide responsible service of alcohol     |
| SITHFAB003 | Operate a bar                              |
| SITHFAB005 | Prepare and serve espresso coffee          |
| SITHFAB007 | Serve food and beverage                    |
| SITHFAB014 | Provide table service of food and beverage |

### **Food Safety**

|            |   |
|------------|---|
| SITXFSA003 | Transport and store food                    |
| SITXFSA004 | Develop and implement a food safety program |

### **Kitchen Operations and Management**

|            |  |
|------------|--|
| HLTAHA019  | Assist with the monitoring and modification of meals and menus according to individualised plans |
| SITHKOP002 | Plan and cost basic menus  |

|            |  |
|------------|--|
| SITHKOP003 | Plan and display buffets                       |
| SITHKOP004 | Develop menus for special dietary requirements |
| SITHKOP006 | Plan catering for events or functions          |

### **Patisserie**

|            |                                     |
|------------|-------------------------------------|
| SITHPAT001 | Produce cakes                       |
| SITHPAT003 | Produce pastries                    |
| SITHPAT004 | Produce yeast-based bakery products |
| SITHPAT006 | Produce desserts                    |
| SITHPAT008 | Produce chocolate confectionery     |

### **Group C**

#### **Client and Customer Service**

|            |  |
|------------|--|
| CHCAGE001  | Facilitate the empowerment of older people |
| SITXCCS006 | Provide service to customers               |
| SITXCCS007 | Enhance customer service experiences       |

#### **Computer Operations and ICT Management**

|           |                                       |
|-----------|---------------------------------------|
| BSBITU202 | Create and use spreadsheets           |
| BSBITU301 | Create and use databases              |
| BSBITU306 | Design and produce business documents |

#### **Finance**

|            |                                 |
|------------|---------------------------------|
| BSBFIA401  | Prepare financial reports       |
| SITXFIN002 | Interpret financial information |

#### **First Aid**

|           |                   |
|-----------|-------------------|
| HLTAID003 | Provide first aid |
|-----------|-------------------|

#### **Human Resource Management**

|            |                                   |
|------------|-----------------------------------|
| BSBDIV501  | Manage diversity in the workplace |
| SITXHRM002 | Roster staff                      |

|            |                                |
|------------|--------------------------------|
| SITXHRM003 | Lead and manage people         |
| TAEASS301B | Contribute to assessment       |
| TAEDEL301A | Provide work skill instruction |
| TAEDEL404A | Mentor in the workplace        |

### **Inventory**

|            |                         |
|------------|-------------------------|
| SITXINV001 | Receive and store stock |
| SITXINV003 | Purchase goods          |

### **Management and Leadership**

|            |                         |
|------------|-------------------------|
| SITXMGT001 | Monitor work operations |
|------------|-------------------------|

### **Work Health and Safety**

|            |   |
|------------|---|
| SITXWHS002 | Identify hazards, assess and control safety risks |
|------------|---|

### **Working in Industry**

|            |  |
|------------|--|
| SITHIND002 | Source and use information on the hospitality industry |
|------------|--|

## **Qualification Mapping Information**

No equivalent qualification.

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## SIT40716 Certificate IV in Patisserie

### Modification History

Not applicable.

### Qualification Description

This qualification reflects the role of pastry chefs who have a supervisory or team leading role in the kitchen. They operate independently or with limited guidance from others and use discretion to solve non-routine problems.

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

Possible job titles include:

- chef de partie
- chef pâtissier.

No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.

### Entry Requirements

There are no entry requirements for this qualification.

### Packaging Rules

32 units must be completed:

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

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

### Core units

|            |  |
|------------|--|
| BSBDIV501  | Manage diversity in the workplace                                |
| BSBSUS401  | Implement and monitor environmentally sustainable work practices |
| SITHCCC001 | Use food preparation equipment                                   |
| SITHCCC005 | Prepare dishes using basic methods of cookery                    |
| SITHCCC011 | Use cookery skills effectively                                   |
| SITHCCC018 | Prepare food to meet special dietary requirements                |
| SITHKOP005 | Coordinate cooking operations                                    |
| SITHPAT001 | Produce cakes  |
| SITHPAT002 | Produce gateaux, torten and cakes                                |
| SITHPAT003 | Produce pastries   |
| SITHPAT004 | Produce yeast-based bakery products                              |
| SITHPAT005 | Produce petits fours   |
| SITHPAT006 | Produce desserts   |
| SITHPAT007 | Prepare and model marzipan                                       |
| SITHPAT008 | Produce chocolate confectionery                                  |
| SITHPAT009 | Model sugar-based decorations                                    |
| SITHPAT010 | Design and produce sweet buffet showpieces                       |
| SITXCOM005 | Manage conflict  |
| SITXFIN003 | Manage finances within a budget                                  |
| SITXFSA001 | Use hygienic practices for food safety                           |
| SITXFSA002 | Participate in safe food handling practices                      |
| SITXHRM001 | Coach others in job skills                                       |
| SITXHRM003 | Lead and manage people   |
| SITXINV002 | Maintain the quality of perishable items                         |
| SITXMGT001 | Monitor work operations  |

SITXWHS003 Implement and monitor work health and safety practices

### **Elective units**

#### **Client and Customer Service**

SITXCCS006 Provide service to customers

SITXCCS007 Enhance customer service experiences

#### **Commercial Cookery and Catering**

SITHCCC008 Prepare vegetable, fruit, egg and farinaceous dishes

SITHCCC015 Produce and serve food for buffets

SITHCCC021 Prepare specialised food items

#### **Computer Operations and ICT Management**

BSBITU202 Create and use spreadsheets

BSBITU301 Create and use databases

BSBITU306 Design and produce business documents

#### **Finance**

BSBFIA401 Prepare financial reports

SITXFIN002 Interpret financial information

#### **First Aid**

HLTAID003 Provide first aid

#### **Food and Beverage**

SITHFAB005 Prepare and serve espresso coffee

SITHFAB007 Serve food and beverage

SITHFAB019 Plan and monitor espresso coffee service

#### **Food Safety**

SITXFSA003 Transport and store food

SITXFSA004 Develop and implement a food safety program

## Human Resource Management

|            |                                |
|------------|--------------------------------|
| SITXHRM002 | Roster staff                   |
| TAEASS301B | Contribute to assessment       |
| TAEDEL301A | Provide work skill instruction |
| TAEDEL404A | Mentor in the workplace        |

## Inventory

|            |                         |
|------------|-------------------------|
| SITXINV001 | Receive and store stock |
| SITXINV003 | Purchase goods          |
| SITXINV004 | Control stock           |

## Kitchen Operations and Management

|            |  |
|------------|--|
| SITHKOP002 | Plan and cost basic menus                      |
| SITHKOP003 | Plan and display buffets                       |
| SITHKOP004 | Develop menus for special dietary requirements |
| SITHKOP006 | Plan catering for events or functions          |

## Work Health and Safety

|            |   |
|------------|---|
| SITXWHS002 | Identify hazards, assess and control safety risks |
|------------|---|

## Working in Industry

|            |  |
|------------|--|
| SITHIND002 | Source and use information on the hospitality industry |
|------------|--|

## Qualification Mapping Information

No equivalent qualification.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## SIT40816 Certificate IV in Asian Cookery

### Modification History

Not applicable.

### Qualification Description

This qualification reflects the role of commercial cooks who have a supervisory or team leading role in kitchens preparing Asian food. They operate independently or with limited guidance from others and use discretion to solve non-routine problems.

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

Possible job titles include:

- chef
- chef de partie.

No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.

### Entry Requirements

There are no entry requirements for this qualification.

### Packaging Rules

30 units must be completed:

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

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

### Core units



|            |  |
|------------|--|
| BSBDIV501  | Manage diversity in the workplace                                |
| BSBSUS401  | Implement and monitor environmentally sustainable work practices |
| SITHASC001 | Prepare dishes using basic methods of Asian cookery              |
| SITHASC002 | Prepare Asian appetisers and snacks                              |
| SITHASC003 | Prepare Asian stocks and soups                                   |
| SITHASC004 | Prepare Asian sauces, dips and accompaniments                    |
| SITHASC005 | Prepare Asian salads   |
| SITHASC006 | Prepare Asian rice and noodles                                   |
| SITHASC008 | Prepare Asian cooked dishes                                      |
| SITHCCC001 | Use food preparation equipment                                   |
| SITHCCC018 | Prepare food to meet special dietary requirements                |
| SITHCCC020 | Work effectively as a cook                                       |
| SITHKOP002 | Plan and cost basic menus  |
| SITHKOP005 | Coordinate cooking operations                                    |
| SITXCOM005 | Manage conflict  |
| SITXFIN003 | Manage finances within a budget                                  |
| SITXFSA001 | Use hygienic practices for food safety                           |
| SITXFSA002 | Participate in safe food handling practices                      |
| SITXHRM001 | Coach others in job skills                                       |
| SITXHRM003 | Lead and manage people   |
| SITXINV002 | Maintain the quality of perishable items                         |
| SITXMGT001 | Monitor work operations  |
| SITXWHS003 | Implement and monitor work health and safety practices           |

**Elective units**

**Asian Cookery**

|            |   |
|------------|---|
| SITHASC007 | Prepare curry pastes and powders              |
| SITHASC009 | Prepare Asian desserts                        |
| SITHASC010 | Produce Japanese cooked dishes                |
| SITHASC011 | Prepare sashimi                               |
| SITHASC012 | Prepare sushi                                 |
| SITHASC013 | Prepare Japanese desserts                     |
| SITHASC014 | Prepare dim sum                               |
| SITHASC015 | Prepare Chinese roast meat and poultry dishes |
| SITHASC016 | Prepare tandoori dishes                       |
| SITHASC017 | Prepare Indian breads                         |
| SITHASC018 | Prepare Indian sweetmeats                     |
| SITHASC019 | Prepare Indian pickles and chutneys           |

**Client and Customer Service**

|            |                                      |
|------------|--------------------------------------|
| SITXCCS006 | Provide service to customers         |
| SITXCCS007 | Enhance customer service experiences |

**Commercial Cookery and Catering**

|            |  |
|------------|--|
| SITHCCC004 | Package prepared foodstuffs                            |
| SITHCCC009 | Produce cook-chill and cook-freeze foods               |
| SITHCCC010 | Re-thermalise chilled and frozen foods                 |
| SITHCCC015 | Produce and serve food for buffets                     |
| SITHCCC021 | Prepare specialised food items                         |
| SITHCCC022 | Prepare portion-controlled meat cuts and meat products |

**Computer Operations and ICT Management**

|           |                             |
|-----------|-----------------------------|
| BSBITU202 | Create and use spreadsheets |
|-----------|-----------------------------|

- BSBITU301 Create and use databases
- BSBITU306 Design and produce business documents

### **Finance**

- BSBFIA401 Prepare financial reports
- SITXFIN002 Interpret financial information

### **First Aid**

- HLTAID003 Provide first aid

### **Food and Beverage**

- SITHFAB002 Provide responsible service of alcohol
- SITHFAB003 Operate a bar
- SITHFAB005 Prepare and serve espresso coffee
- SITHFAB007 Serve food and beverage
- SITHFAB014 Provide table service of food and beverage

### **Food Safety**

- SITXFSA003 Transport and store food
- SITXFSA004 Develop and implement a food safety program

### **Human Resource Management**

- SITXHRM002 Roster staff
- TAEASS301B Contribute to assessment
- TAEDEL301A Provide work skill instruction
- TAEDEL404A Mentor in the workplace

### **Inventory**

- SITXINV001 Receive and store stock
- SITXINV003 Purchase goods
- SITXINV004 Control stock

### **Kitchen Operations**

|            |  |
|------------|--|
| SITHKOP003 | Plan and display buffets                       |
| SITHKOP004 | Develop menus for special dietary requirements |
| SITHKOP006 | Plan catering for events or functions          |

### **Work Health and Safety**

|            |   |
|------------|---|
| SITXWHS002 | Identify hazards, assess and control safety risks |
|------------|---|

### **Working in Industry**

|            |  |
|------------|--|
| SITHIND002 | Source and use information on the hospitality industry |
|------------|--|

## **Qualification Mapping Information**

No equivalent qualification.

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# SIT50116 Diploma of Travel and Tourism Management

## Modification History

Not applicable.

## Qualification Description

This qualification reflects the role of highly skilled senior operators who use a broad range of tourism or travel skills combined with managerial skills and sound knowledge of industry operations to coordinate travel or tourism operations. They operate independently, have responsibility for others, and make a range of operational business decisions.

This qualification provides a pathway to work in many travel and tourism industry sectors as a departmental or small business manager. The diversity of employers includes travel agencies, tour wholesalers, tour operators, inbound tour operators, tourist attractions, visitor information centres, and other tourism businesses.

Possible job titles include:

- inbound groups manager
- inbound sales manager
- incentives manager
- tour operations manager
- marketing manager
- product development manager
- reservations manager
- travel agency manager
- sales manager
- visitor information centre manager.

No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.

## Entry Requirements

There are no entry requirements for this qualification.

## Packaging Rules

23 units must be completed:

- 12 core units
- 11 elective units, consisting of:
  - 6 units from Group A
  - 5 units from Group A, Group B, elsewhere in the SIT Training Package, or any other current Training Package or accredited course.

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

### **Core units**

|            |   |
|------------|---|
| BSBDIV501  | Manage diversity in the workplace                             |
| SITTIND001 | Source and use information on the tourism and travel industry |
| SITXCCS007 | Enhance customer service experiences                          |
| SITXCCS008 | Develop and manage quality customer service practices         |
| SITXCOM005 | Manage conflict   |
| SITXFIN002 | Interpret financial information                               |
| SITXFIN003 | Manage finances within a budget                               |
| SITXFIN004 | Prepare and monitor budgets                                   |
| SITXHRM003 | Lead and manage people  |
| SITXMGT001 | Monitor work operations                                       |
| SITXMGT002 | Establish and conduct business relationships                  |
| SITXWHS003 | Implement and monitor work health and safety practices        |

### **Elective units**

#### **Group A**

#### **Tourism and Travel Coordination**

|            |  |
|------------|--|
| SITTTOP003 | Allocate tour or activity resources      |
| SITTTSL002 | Access and interpret product information |

|            |  |
|------------|--|
| SITTTSL003 | Provide advice on international destinations         |
| SITTTSL004 | Provide advice on Australian destinations            |
| SITTTSL005 | Sell tourism products and services                   |
| SITTTSL006 | Prepare quotations                                   |
| SITTTSL007 | Process reservations                                 |
| SITTTSL008 | Book supplier products and services                  |
| SITTTSL009 | Process travel-related documentation                 |
| SITTTSL010 | Use a computerised reservations or operations system |
| SITTTSL011 | Source airfares for domestic flights                 |
| SITTTSL012 | Construct normal international airfares              |
| SITTTSL013 | Construct promotional international airfares         |
| SITTTSL014 | Construct advanced international airfares            |
| SITTTSL015 | Administer billing and settlement plans              |
| SITTTSL016 | Provide specialist advice on cruises                 |
| SITTTSL017 | Maintain product inventories                         |
| SITXCCS002 | Provide visitor information                          |

### **Tourism Delivery**

|            |  |
|------------|--|
| SITTGDE004 | Lead tour groups   |
| SITTGDE005 | Prepare and present tour commentaries or activities                        |
| SITTGDE006 | Develop and maintain the general and regional knowledge required by guides |
| SITTGDE007 | Research and share information on Australian Indigenous cultures           |
| SITTGDE008 | Prepare specialised interpretive content on flora, fauna and landscape     |
| SITTGDE009 | Prepare specialised interpretive content on                                |

marine environments

|            |  |
|------------|--|
| SITTGDE010 | Prepare specialised interpretive content on cultural and heritage environments |
| SITTGDE011 | Coordinate and operate tours   |
| SITTTOP001 | Load touring equipment and supplies  |
| SITTTOP002 | Provide outdoor catering   |
| SITTTOP004 | Set up and operate a camp site   |
| SITTTOP005 | Operate tours in a remote area   |
| TLIC1051   | Operate commercial vehicle   |
| TLIC2025   | Operate four wheel drive vehicle   |
| TLIC3042   | Operate coach/bus  |

## **Group B**

### **Administration and Communication**

|            |                               |
|------------|-------------------------------|
| BSBADM502  | Manage meetings               |
| BSBCMM401  | Make a presentation           |
| BSBWRT401  | Write complex documents       |
| SITXCOM004 | Address protocol requirements |

### **Computer Operations and ICT Management**

|           |                                       |
|-----------|---------------------------------------|
| BSBITU301 | Create and use databases              |
| BSBITU302 | Create electronic presentations       |
| BSBITU306 | Design and produce business documents |
| BSBITU402 | Develop and use complex spreadsheets  |

### **Crisis Management**

|            |                                 |
|------------|---------------------------------|
| SITXCRI001 | Respond to a customer in crisis |
|------------|---------------------------------|

### **E-Business**

|           |   |
|-----------|---|
| BSBEBU501 | Investigate and design e-business solutions |
|-----------|---|



|            |  |
|------------|--|
| BSBEBU502  | Implement e-business solutions                                       |
| SITXEBS002 | Develop, implement and monitor the use of social media in a business |
| SITXEBS003 | Build and launch a small business website                            |

### **Environmental Sustainability**

|           |  |
|-----------|--|
| BSBSUS401 | Implement and monitor environmentally sustainable work practices |
|-----------|--|

### **Finance**

|           |   |
|-----------|---|
| BSBFIA303 | Process accounts payable and receivable |
| BSBFIA401 | Prepare financial reports               |

### **First Aid**

|           |  |
|-----------|--|
| HLTAID003 | Provide first aid                      |
| HLTAID005 | Provide first aid in remote situations |

### **Food Safety**

|            |  |
|------------|--|
| SITXFSA001 | Use hygienic practices for food safety |
|------------|--|

### **Governance and Legal Compliance**

|            |  |
|------------|--|
| SITXGLC001 | Research and comply with regulatory requirements |
|------------|--|

### **Human Resource Management**

|            |                                  |
|------------|----------------------------------|
| SITXHRM002 | Roster staff                     |
| SITXHRM004 | Recruit, select and induct staff |
| SITXHRM005 | Manage volunteers                |
| SITXHRM006 | Monitor staff performance        |

### **Languages other than English**

|            |   |
|------------|---|
| SITXLAN003 | Conduct oral communication in a language other than English         |
| SITXLAN004 | Conduct complex oral communication in a language other than English |

SITXLAN005 Read and write information in a language other than English

SITXLAN006 Read and write documents in a language other than English

### **Management and Leadership**

BSBR501 Manage risk

SITXMGT003 Manage projects

### **Marketing and Public Relations**

BSBMKG401 Profile the market

BSBMKG510 Plan e-marketing communications

BSBMKG509 Implement and monitor direct marketing activities

SITXMPR001 Coordinate production of brochures and marketing materials

SITXMPR002 Create a promotional display or stand

SITXMPR003 Plan and implement sales activities

SITXMPR004 Coordinate marketing activities

SITXMPR005 Participate in cooperative online marketing initiatives

SITXMPR006 Obtain and manage sponsorship

SITXMPR007 Develop and implement marketing strategies

SITXMPR008 Prepare and present proposals

### **Planning and Product Development**

SITTPPD001 Package tourism products

SITTPPD002 Develop interpretive activities

SITTPPD003 Coordinate and operate sustainable tourism activities

SITTPPD004 Develop in-house recreational activities

SITTPPD005 Develop host community awareness of tourism

SITTPPD006 Assess tourism opportunities for local communities

SITTPPD007 Research and analyse tourism data

### **Work Health and Safety**

SITXWHS002 Identify hazards, assess and control safety risks

## **Qualification Mapping Information**

No equivalent qualification.

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# SIT50216 Diploma of Holiday Park and Resort Management

## Modification History

Not applicable.

## Qualification Description

This qualification reflects the role of individuals who use a broad range of managerial skills and sound knowledge of industry operations to coordinate holiday park and resort operations which may include marketing and product development activities. They operate independently, have responsibility for others and make a range of operational business decisions.

This qualification provides a pathway to work as a business manager or owner-operator of a holiday park or resort.

Possible job titles include:

- manager
- operations manager
- park manager.

No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.

## Entry Requirements

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

**EITHER**

Be formally assessed through a training program or recognition process against one of the unit clusters below.

**OR**

Have relevant holiday parks and resorts industry experience. Work must involve the application of skills and knowledge described in one of the unit clusters below.

The unit clusters for different pathways are:

### Front office pathway

BSBSUS201 Participate in environmentally sustainable work practices

- BSBWOR202 Organise and complete daily work activities
- SITHACS008 Provide accommodation reception services
- SITTIND002 Source and use information on the holiday park and resort industry
- SITTTSL007 Process reservations
- SITXCCS006 Provide service to customers
- SITXCOM00 Show social and cultural sensitivity  
2
- SITXWHS00 Participate in safe work practices  
1
- SITXWHS00 Identify hazards, assess and control safety risks  
2

### **Grounds maintenance pathway**

- BSBSUS201 Participate in environmentally sustainable work practices
- BSBWOR202 Organise and complete daily work activities
- RIISAM204D Operate small plant and equipment
- SIFCBGM00 Provide general grounds care  
1
- SIFCBGM00 Maintain property and structures  
2
- SITTIND002 Source and use information on the holiday park and resort industry
- SITXCCS006 Provide service to customers
- SITXCOM00 Show social and cultural sensitivity  
2
- SITXWHS00 Participate in safe work practices  
1
- SITXWHS00 Identify hazards, assess and control safety risks  
2

### **Housekeeping pathway**

|            |  |
|------------|--|
| BSBSUS201  | Participate in environmentally sustainable work practices          |
| BSBWOR202  | Organise and complete daily work activities                        |
| SITHACS001 | Clean premises and equipment                                       |
| SITHACS002 | Provide housekeeping services to guests                            |
| SITHACS003 | Prepare rooms for guests   |
| SITTIND002 | Source and use information on the holiday park and resort industry |
| SITXCCS006 | Provide service to customers                                       |
| SITXCOM002 | Show social and cultural sensitivity                               |
| SITXWHS001 | Participate in safe work practices                                 |
| SITXWHS002 | Identify hazards, assess and control safety risks                  |

## Packaging Rules

17 units must be completed:

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

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

### Core units

|            |   |
|------------|---|
| BSBWRT401  | Write complex documents                               |
| SITXCCS008 | Develop and manage quality customer service practices |
| SITXCOM005 | Manage conflict                                       |

|            |  |
|------------|--|
| SITXFIN002 | Interpret financial information                        |
| SITXFIN003 | Manage finances within a budget                        |
| SITXFIN004 | Prepare and monitor budgets                            |
| SITXHRM003 | Lead and manage people                                 |
| SITXMGT001 | Monitor work operations                                |
| SITXMGT002 | Establish and conduct business relationships           |
| SITXWHS003 | Implement and monitor work health and safety practices |

### **Elective units**

#### **Accommodation Services - Front Office**

|            |  |
|------------|--|
| SITTTSL005 | Sell tourism products and services                   |
| SITTTSL006 | Prepare quotations                                   |
| SITTTSL009 | Process travel-related documentation                 |
| SITTTSL010 | Use a computerised reservations or operations system |

#### **Administration and Communication**

|            |                               |
|------------|-------------------------------|
| BSBADM502  | Manage meetings               |
| BSBCMM401  | Make a presentation           |
| SITXCOM004 | Address protocol requirements |
| SITXMPR008 | Prepare and present proposals |

#### **Building and Grounds Maintenance**

|            |   |
|------------|---|
| SIFCBGM007 | Evaluate building and grounds maintenance and development needs |
| SIFCBGM008 | Coordinate building and grounds maintenance and development     |
| SISCAQU001 | Test pool water quality   |
| SISCAQU003 | Maintain aquatic facility plant and equipment                   |
| SISCAQU004 | Develop and implement pool water maintenance procedures         |

SISCAQU014 Operate self-contained breathing apparatus in an aquatic facility

### **Computer Operations and ICT Management**

BSBITU301 Create and use databases

BSBITU302 Create electronic presentations

BSBITU306 Design and produce business documents

BSBITU402 Develop and use complex spreadsheets

### **Crisis Management**

SITXCRI001 Respond to a customer in crisis

SITXCRI002 Manage a business continuity crisis

### **E-Business**

BSBEBU501 Investigate and design e-business solutions

BSBEBU502 Implement e-business solutions

SITXEBS002 Develop, implement and monitor the use of social media in a business

SITXEBS003 Build and launch a small business website

### **Environmental Sustainability**

BSBSUS501 Develop workplace policy and procedures for sustainability

### **Finance**

BSBFIA303 Process accounts payable and receivable

BSBFIA401 Prepare financial reports

### **First Aid**

HLTAID003 Provide first aid

### **Franchising**

BSBFRA401 Manage compliance with franchisee obligations and legislative requirements



- BSBFRA402 Establish a franchise
- BSBFRA403 Manage relationship with franchisor
- BSBFRA502 Manage a franchise operation

### **Governance and Legal Compliance**

- BSBSMB401 Establish legal and risk management requirements of small business
- SITXGLC001 Research and comply with regulatory requirements

### **Human Resource Management**

- BSBDIV501 Manage diversity in the workplace
- BSBHRM604 Manage employee relations
- SITXHRM002 Roster staff
- SITXHRM004 Recruit, select and induct staff
- SITXHRM006 Monitor staff performance

### **Inventory**

- SITXINV003 Purchase goods
- SITXINV004 Control stock

### **Management and Leadership**

- BSBMGT517 Manage operational plan
- BSBMGT617 Develop and implement a business plan
- BSBRISK501 Manage risk
- BSBSMB404 Undertake small business planning
- SITXMGT003 Manage projects

### **Marketing and Public Relations**

- BSBMKG401 Profile the market
- BSBMKG412 Conduct e-marketing communications
- BSBMKG510 Plan e-marketing communications

|            |  |
|------------|--|
| BSBSMB403  | Market the small business                                  |
| SITXMPR001 | Coordinate production of brochures and marketing materials |
| SITXMPR002 | Create a promotional display or stand                      |
| SITXMPR003 | Plan and implement sales activities                        |
| SITXMPR004 | Coordinate marketing activities                            |
| SITXMPR005 | Participate in cooperative online marketing initiatives    |
| SITXMPR007 | Develop and implement marketing strategies                 |

### **Planning and Product Development**

|            |   |
|------------|---|
| SITTPPD001 | Package tourism products                              |
| SITTPPD003 | Coordinate and operate sustainable tourism activities |
| SITTPPD004 | Develop in-house recreational activities              |
| SITTPPD007 | Research and analyse tourism data                     |

## **Qualification Mapping Information**

SIT50412 Diploma of Holiday Parks and Resorts

### **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# SIT50316 Diploma of Event Management

## Modification History

Not applicable.

## Qualification Description

This qualification reflects the role of individuals who use a broad range of event-related skills and sound knowledge of event management processes to coordinate event operations. They operate independently and make operational event management decisions.

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

The diversity of employers includes event or exhibition management companies, event venues, or organisations that organise their own events. Work could be undertaken in an office environment where the planning of events takes place, on-site at venues where events are staged or a combination of both.

Possible job titles include:

- conference coordinator
- event or exhibition coordinator
- event or exhibition planner
- event sales coordinator
- function coordinator
- in-house meetings coordinator
- meetings coordinator
- staging coordinator
- venue coordinator.

No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.

## Entry Requirements

There are no entry requirements for this qualification.

## Packaging Rules

20 units must be completed:

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

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

### Core units

|            |   |
|------------|---|
| SITEEVT001 | Source and use information on the events industry |
| SITEEVT003 | Coordinate on-site event registrations            |
| SITEEVT008 | Manage event staging components                   |
| SITEEVT010 | Manage on-site event operations                   |
| SITXCCS007 | Enhance customer service experiences              |
| SITXFIN003 | Manage finances within a budget                   |
| SITXHRM003 | Lead and manage people                            |
| SITXMGT001 | Monitor work operations                           |
| SITXMGT002 | Establish and conduct business relationships      |
| SITXMGT003 | Manage projects                                   |
| SITXWHS002 | Identify hazards, assess and control safety risks |

### Elective units

#### Group A

#### Creative and Technical Production

|           |  |
|-----------|--|
| CUAEVP501 | Coordinate the installation and dismantling of exhibitions |
| CUAPPM411 | Compile production schedules                               |

|           |  |
|-----------|--|
| CUAPPM412 | Organise and facilitate rehearsals                                 |
| CUAPPM503 | Incorporate creative and technical needs into management processes |
| CUAPPM504 | Manage bump in and bump out of shows                               |
| CUASMT503 | Develop and maintain production documents                          |

### **Events**

|            |   |
|------------|---|
| SITEEVT002 | Process and monitor event registrations |
| SITEEVT005 | Plan in-house events or functions       |
| SITEEVT006 | Develop conference programs             |
| SITEEVT007 | Select event venues and sites           |
| SITEEVT009 | Organise event infrastructure           |

### **Tourism Sales and Operations**

|            |  |
|------------|--|
| SITTTSL005 | Sell tourism products and services                   |
| SITTTSL006 | Prepare quotations                                   |
| SITTTSL008 | Book supplier products and services                  |
| SITTTSL010 | Use a computerised reservations or operations system |

### **Venue and Facility Operations**

|             |   |
|-------------|---|
| CPPDSM5027A | Provide facilities and amenities for property users |
| CUAFOH501   | Manage front of house services                      |

### **Group B**

#### **Administration**

|           |                         |
|-----------|-------------------------|
| BSBADM502 | Manage meetings         |
| BSBWRT401 | Write complex documents |

#### **Communication and Customer Service**

|            |                               |
|------------|-------------------------------|
| BSBCM401   | Make a presentation           |
| SITXCOM004 | Address protocol requirements |

SITXCOM005 Manage conflict

SITXCRI001 Respond to a customer in crisis

### **Computer Operations and ICT Management**

BSBITU301 Create and use databases

BSBITU302 Create electronic presentations

BSBITU306 Design and produce business documents

BSBITU402 Develop and use complex spreadsheets

### **E-Business**

BSBEBU501 Investigate and design e-business solutions

SITXEBS002 Develop, implement and monitor the use of social media in a business

### **Environmental Sustainability**

BSBSUS401 Implement and monitor environmentally sustainable work practices

### **Food and Beverage**

SITHFAB002 Provide responsible service of alcohol

SITHFAB016 Provide advice on food

### **Finance**

BSBFIA303 Process accounts payable and receivable

BSBFIA401 Prepare financial reports

SITXFIN002 Interpret financial information

SITXFIN004 Prepare and monitor budgets

### **Governance and Legal Compliance**

BSBSMB401 Establish legal and risk management requirements of small business

SITXGLC001 Research and comply with regulatory requirements

**Human Resource Management**

|            |                                   |
|------------|-----------------------------------|
| BSBDIV501  | Manage diversity in the workplace |
| SITXHRM002 | Roster staff                      |
| SITXHRM004 | Recruit, select and induct staff  |
| SITXHRM005 | Manage volunteers                 |
| SITXHRM006 | Monitor staff performance         |

**Management and Leadership**

|            |                                   |
|------------|-----------------------------------|
| BSBMGT517  | Manage operational plan           |
| BSBRISK501 | Manage risk                       |
| BSBSMB404  | Undertake small business planning |
| CUACMP501  | Manage copyright arrangements     |

**Marketing and Public Relations**

|            |  |
|------------|--|
| BSBMKG401  | Profile the market   |
| BSBPUB402  | Develop public relations campaigns                         |
| BSBREL401  | Establish networks   |
| BSBSMB403  | Market the small business                                  |
| SITXMPR001 | Coordinate production of brochures and marketing materials |
| SITXMPR002 | Create a promotional display or stand                      |
| SITXMPR003 | Plan and implement sales activities                        |
| SITXMPR004 | Coordinate marketing activities                            |
| SITXMPR006 | Obtain and manage sponsorship                              |
| SITXMPR008 | Prepare and present proposals                              |

**Planning and Product Development**

|            |                                   |
|------------|-----------------------------------|
| SITTPPD007 | Research and analyse tourism data |
|------------|-----------------------------------|

## **Tourism Sales and Operations**

SITTTSL003 Provide advice on international destinations

SITTTSL004 Provide advice on Australian destinations

SITTTSL007 Process reservations

SITTTSL009 Process travel-related documentation

## **Work Health and Safety**

SITXWHS003 Implement and monitor work health and safety practices

## **Qualification Mapping Information**

No equivalent qualification.

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>



# SIT50416 Diploma of Hospitality Management

## Modification History

Not applicable.

## Qualification Description

This qualification reflects the role of highly skilled senior operators who use a broad range of hospitality skills combined with managerial skills and sound knowledge of industry to coordinate hospitality operations. They operate independently, have responsibility for others and make a range of operational business decisions.

This qualification provides a pathway to work in any hospitality industry sector as a departmental or small business manager. The diversity of employers includes restaurants, hotels, motels, catering operations, clubs, pubs, cafés, and coffee shops. This qualification allows for multiskilling and for specialisation in accommodation services, cookery, food and beverage and gaming.

Possible job titles include:

- banquet or function manager
- bar manager
- café manager
- chef de cuisine
- chef patissier
- club manager
- executive housekeeper
- front office manager
- gaming manager
- kitchen manager
- motel manager
- restaurant manager
- sous chef
- unit manager catering operations.

No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.

## Entry Requirements

There are no entry requirements for this qualification.

## Packaging Rules

28 units must be completed:

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

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

### Core units

|            |  |
|------------|--|
| BSBDIV501  | Manage diversity in the workplace                      |
| BSBMGT517  | Manage operational plan                                |
| SITXCCS007 | Enhance customer service experiences                   |
| SITXCCS008 | Develop and manage quality customer service practices  |
| SITXCOM005 | Manage conflict  |
| SITXFIN003 | Manage finances within a budget                        |
| SITXFIN004 | Prepare and monitor budgets                            |
| SITXGLC001 | Research and comply with regulatory requirements       |
| SITXHRM002 | Roster staff   |
| SITXHRM003 | Lead and manage people                                 |
| SITXMGT001 | Monitor work operations                                |
| SITXMGT002 | Establish and conduct business relationships           |
| SITXWHS003 | Implement and monitor work health and safety practices |

### Elective units

**Group A**

- SITHIND001 Use hygienic practices for hospitality service
- SITXFSA001 Use hygienic practices for food safety

**Group B**

- SITHCCC020 Work effectively as a cook
- SITHIND004 Work effectively in hospitality service
- SITHKOP005 Coordinate cooking operations

**Group C****Accommodation Services– Front Office, Housekeeping and Porting**

- CPPCLO2001A Maintain hard floor surfaces
- CPPCLO2004A Maintain carpeted floors
- CPPCLO2009A Clean glass surfaces
- CPPCLO2010A Clean ceiling surfaces and fittings
- CPPCLO2017A Clean wet areas
- CPPCLO2019A Sort and remove waste and recyclable materials
- CPPCLO2035A Maintain cleaning storage areas
- CPPCLO3013A Clean window coverings
- CPPCLO3016A Wash furniture and fittings
- SITHACS001 Clean premises and equipment
- SITHACS002 Provide housekeeping services to guests
- SITHACS003 Prepare rooms for guests
- SITHACS004 Launder linen and guest clothes
- SITHACS005 Provide porter services
- SITHACS006 Provide valet services
- SITHACS007 Conduct night audit
- SITHACS008 Provide accommodation reception services

|            |  |
|------------|--|
| SITTTSL002 | Access and interpret product information             |
| SITTTSL005 | Sell tourism products and services                   |
| SITTTSL006 | Prepare quotations                                   |
| SITTTSL007 | Process reservations                                 |
| SITTTSL010 | Use a computerised reservations or operations system |

### **Administration**

|           |  |
|-----------|--|
| BSBADM502 | Manage meetings                          |
| BSBRES401 | Analyse and present research information |

### **Asian Cookery**

|            |   |
|------------|---|
| SITHASC001 | Prepare dishes using basic methods of Asian cookery |
| SITHASC002 | Prepare Asian appetisers and snacks                 |
| SITHASC003 | Prepare Asian stocks and soups                      |
| SITHASC004 | Prepare Asian sauces, dips and accompaniments       |
| SITHASC005 | Prepare Asian salads                                |
| SITHASC006 | Prepare Asian rice and noodles                      |
| SITHASC007 | Prepare curry pastes and powders                    |
| SITHASC008 | Prepare Asian cooked dishes                         |
| SITHASC009 | Prepare Asian desserts                              |
| SITHASC010 | Produce Japanese cooked dishes                      |
| SITHASC011 | Prepare sashimi                                     |
| SITHASC012 | Prepare sushi                                       |
| SITHASC013 | Prepare Japanese desserts                           |
| SITHASC014 | Prepare dim sum                                     |
| SITHASC015 | Prepare Chinese roast meat and poultry dishes       |

|            |                                     |
|------------|-------------------------------------|
| SITHASC016 | Prepare tandoori dishes             |
| SITHASC017 | Prepare Indian breads               |
| SITHASC018 | Prepare Indian sweetmeats           |
| SITHASC019 | Prepare Indian pickles and chutneys |

### **Client and Customer Service, Crisis Management**

|            |                                 |
|------------|---------------------------------|
| SITXCCS002 | Provide visitor information     |
| SITXCCS004 | Provide lost and found services |
| SITXCCS005 | Provide club reception services |
| SITXCRI001 | Respond to a customer in crisis |

### **Commercial Cookery and Catering**

|            |  |
|------------|--|
| SITHCCC001 | Use food preparation equipment                       |
| SITHCCC003 | Prepare and present sandwiches                       |
| SITHCCC004 | Package prepared foodstuffs                          |
| SITHCCC005 | Prepare dishes using basic methods of cookery        |
| SITHCCC006 | Prepare appetisers and salads                        |
| SITHCCC007 | Prepare stocks, sauces and soups                     |
| SITHCCC008 | Prepare vegetable, fruit, egg and farinaceous dishes |
| SITHCCC009 | Produce cook-chill and cook-freeze foods             |
| SITHCCC010 | Re-thermalise chilled and frozen foods               |
| SITHCCC012 | Prepare poultry dishes                               |
| SITHCCC013 | Prepare seafood dishes                               |
| SITHCCC014 | Prepare meat dishes                                  |
| SITHCCC015 | Produce and serve food for buffets                   |
| SITHCCC016 | Produce pates and terrines                           |
| SITHCCC017 | Handle and serve cheese                              |
| SITHCCC018 | Prepare food to meet special dietary requirements    |

|            |  |
|------------|--|
| SITHCCC019 | Produce cakes, pastries and breads                     |
| SITHCCC021 | Prepare specialised food items                         |
| SITHCCC022 | Prepare portion-controlled meat cuts and meat products |

### **Communication and Teamwork**

|            |                               |
|------------|-------------------------------|
| BSBCM401   | Make a presentation           |
| SITXCOM004 | Address protocol requirements |

### **Computer Operations and ICT Management**

|           |                                       |
|-----------|---------------------------------------|
| BSBITU301 | Create and use databases              |
| BSBITU302 | Create electronic presentations       |
| BSBITU306 | Design and produce business documents |
| BSBITU402 | Develop and use complex spreadsheets  |

### **E-Business**

|            |  |
|------------|--|
| BSBEBU501  | Investigate and design e-business solutions                          |
| SITXEBS002 | Develop, implement and monitor the use of social media in a business |

### **Environmental Sustainability**

|           |  |
|-----------|--|
| BSBSUS501 | Develop workplace policy and procedures for sustainability |
|-----------|--|

### **Events**

|            |   |
|------------|---|
| SITEEVT001 | Source and use information on the events industry |
| SITEEVT005 | Plan in-house events or functions                 |
| SITEEVT008 | Manage event staging components                   |
| SITEEVT010 | Manage on-site event operations                   |

### **Finance**

|           |   |
|-----------|---|
| BSBFIA302 | Process payroll                         |
| BSBFIA303 | Process accounts payable and receivable |

|            |                                 |
|------------|---------------------------------|
| BSBFIA304  | Maintain a general ledger       |
| BSBFIA401  | Prepare financial reports       |
| BSBFIM502  | Manage payroll                  |
| SITXFIN001 | Process financial transactions  |
| SITXFIN002 | Interpret financial information |

**First Aid**

|           |                   |
|-----------|-------------------|
| HLTAID003 | Provide first aid |
|-----------|-------------------|

**Food and Beverage**

|            |   |
|------------|---|
| SITHFAB002 | Provide responsible service of alcohol            |
| SITHFAB003 | Operate a bar                                     |
| SITHFAB004 | Prepare and serve non-alcoholic beverages         |
| SITHFAB005 | Prepare and serve espresso coffee                 |
| SITHFAB006 | Provide room service                              |
| SITHFAB007 | Serve food and beverage                           |
| SITHFAB008 | Operate and monitor cellar systems                |
| SITHFAB009 | Conduct a product tasting for alcoholic beverages |
| SITHFAB010 | Prepare and serve cocktails                       |
| SITHFAB011 | Provide advice on beers, spirits and liqueurs     |
| SITHFAB012 | Provide advice on Australian wines                |
| SITHFAB013 | Provide advice on imported wines                  |
| SITHFAB014 | Provide table service of food and beverage        |
| SITHFAB015 | Provide silver service                            |
| SITHFAB016 | Provide advice on food                            |
| SITHFAB017 | Provide advice on food and beverage matching      |
| SITHFAB018 | Provide gueridon service                          |
| SITHFAB019 | Plan and monitor espresso coffee service          |

SITHFAB020 Manage the sale or service of wine

### **Food Safety**

SITXFSA001 Use hygienic practices for food safety

SITXFSA002 Participate in safe food handling practices

SITXFSA003 Transport and store food

SITXFSA004 Develop and implement a food safety program

### **Franchising**

BSBFRA502 Manage a franchise operation

### **Gaming**

SITHGAM001 Provide responsible gambling services

SITHGAM002 Attend gaming machines

SITHGAM003 Operate a TAB outlet

SITHGAM004 Conduct Keno games

SITHGAM005 Analyse and report on gaming machine data

SITHGAM006 Deal Baccarat games

SITHGAM007 Conduct Big Wheel games

SITHGAM008 Deal Blackjack games

SITHGAM009 Deal Poker games

SITHGAM010 Deal Pontoon games

SITHGAM011 Conduct Rapid Roulette games

SITHGAM012 Conduct Roulette games

SITHGAM013 Conduct Sic Bo games

SITHGAM014 Manage gaming activities

SITHGAM015 Attend casino gaming machines

SITHGAM016 Deal Caribbean Stud games

SITHGAM017 Deal Casino War games



|            |                               |
|------------|-------------------------------|
| SITHGAM018 | Deal Mississippi Stud games   |
| SITHGAM019 | Conduct Rapid Baccarat games  |
| SITHGAM020 | Conduct Rapid Big Wheel games |
| SITHGAM021 | Deal Three Card Poker games   |

### **Human Resource Management**

|            |                                  |
|------------|----------------------------------|
| SITXHRM004 | Recruit, select and induct staff |
| SITXHRM005 | Manage volunteers                |
| SITXHRM006 | Monitor staff performance        |

### **Inventory**

|            |  |
|------------|--|
| SITXINV002 | Maintain the quality of perishable items |
| SITXINV003 | Purchase goods                           |
| SITXINV004 | Control stock                            |

### **Kitchen Operations**

|            |  |
|------------|--|
| SITHKOP003 | Plan and display buffets                       |
| SITHKOP004 | Develop menus for special dietary requirements |
| SITHKOP005 | Coordinate cooking operations                  |
| SITHKOP006 | Plan catering for events or functions          |
| SITHKOP007 | Design and cost menus                          |
| SITHKOP008 | Select catering systems                        |

### **Languages other than English**

|            |   |
|------------|---|
| SITXLAN003 | Conduct oral communication in a language other than English         |
| SITXLAN004 | Conduct complex oral communication in a language other than English |
| SITXLAN005 | Read and write information in a language other than English         |
| SITXLAN006 | Read and write documents in a language other than                   |

## English

**Management and Leadership**

BSBR5K501 Manage risk

**Marketing and Public Relations**

BSBMKG401 Profile the market

SITXMPR001 Coordinate production of brochures and marketing materials

SITXMPR002 Create a promotional display or stand

SITXMPR003 Plan and implement sales activities

SITXMPR004 Coordinate marketing activities

SITXMPR005 Participate in cooperative online marketing initiatives

SITXMPR006 Obtain and manage sponsorship

SITXMPR007 Develop and implement marketing strategies

**Patisserie**

SITHPAT001 Produce cakes

SITHPAT002 Produce gateaux, torten and cakes

SITHPAT003 Produce pastries

SITHPAT004 Produce yeast-based bakery products

SITHPAT005 Produce petits fours

SITHPAT006 Produce desserts

SITHPAT007 Prepare and model marzipan

SITHPAT008 Produce chocolate confectionery

SITHPAT009 Model sugar-based decorations

SITHPAT010 Design and produce sweet buffet showpieces

**Planning and Product Development**

SITTPPD001 Package tourism products

|            |   |
|------------|---|
| SITTPPD003 | Coordinate and operate sustainable tourism activities |
| SITTPPD004 | Develop in-house recreational activities              |
| SITTPPD005 | Develop host community awareness of tourism           |
| SITTPPD007 | Research and analyse tourism data                     |

### **Security**

|             |  |
|-------------|--|
| CPPSEC2012A | Monitor and control individual and crowd behaviour |
| CPPSEC3017A | Plan and conduct evacuation of premises            |
| CPPSEC3018A | Provide for the safety of persons at risk          |

### **Work Health and Safety**

|            |   |
|------------|---|
| SITXWHS002 | Identify hazards, assess and control safety risks |
|------------|---|

### **Working in Industry**

|            |  |
|------------|--|
| SITHIND001 | Use hygienic practices for hospitality service         |
| SITHIND002 | Source and use information on the hospitality industry |
| SITHIND004 | Work effectively in hospitality service                |

## **Qualification Mapping Information**

SIT50313 Diploma of Hospitality

### **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# SIT60116 Advanced Diploma of Travel and Tourism Management

## Modification History

Not applicable.

## Qualification Description

This qualification reflects the role of senior managers with advanced operational skills who use a broad range of travel or tourism skills, combined with specialised managerial skills and substantial knowledge of industry operations, to coordinate travel or tourism operations. They operate with significant autonomy and are responsible for making strategic business management and operational decisions.

This qualification provides a pathway to work in many travel and tourism industry sectors and for a diverse range of employers including travel agencies, tour wholesalers, tour operators, inbound tour operators, tourist attractions, visitor information centres, and other tourism businesses.

Possible job titles include:

- account manager
- business development manager
- director of groups and incentives
- director of marketing
- director of product development operations manager
- director of sales
- general manager.

No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.

## Entry Requirements

There are no entry requirements for this qualification.

## Packaging Rules

27 units must be completed:

- 17 core units

- 10 elective units, consisting of:
  - 6 units from Group A
  - 4 units from Group A, Group B, elsewhere in the SIT Training Package, or any other current Training Package or accredited course.

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

### Core units

|            |   |
|------------|---|
| BSBDIV501  | Manage diversity in the workplace                             |
| BSBMGT617  | Develop and implement a business plan                         |
| BSBRISK501 | Manage risk   |
| BSBWRT401  | Write complex documents                                       |
| SITTIND001 | Source and use information on the tourism and travel industry |
| SITTPPD008 | Develop tourism products                                      |
| SITXCCS007 | Enhance customer service experiences                          |
| SITXCCS008 | Develop and manage quality customer service practices         |
| SITXFIN002 | Interpret financial information                               |
| SITXFIN003 | Manage finances within a budget                               |
| SITXFIN004 | Prepare and monitor budgets                                   |
| SITXGLC001 | Research and comply with regulatory requirements              |
| SITXHRM003 | Lead and manage people  |
| SITXMGT001 | Monitor work operations                                       |
| SITXMGT002 | Establish and conduct business relationships                  |
| SITXMPR007 | Develop and implement marketing strategies                    |
| SITXWHS004 | Establish and maintain a work health and safety system        |

**Elective units****Group A****Tourism and Travel Coordination**

|            |  |
|------------|--|
| SITTTOP003 | Allocate tour or activity resources                  |
| SITTTSL002 | Access and interpret product information             |
| SITTTSL003 | Provide advice on international destinations         |
| SITTTSL004 | Provide advice on Australian destinations            |
| SITTTSL005 | Sell tourism products and services                   |
| SITTTSL006 | Prepare quotations                                   |
| SITTTSL007 | Process reservations                                 |
| SITTTSL008 | Book supplier products and services                  |
| SITTTSL009 | Process travel-related documentation                 |
| SITTTSL010 | Use a computerised reservations or operations system |
| SITTTSL011 | Source airfares for domestic flights                 |
| SITTTSL012 | Construct normal international airfares              |
| SITTTSL013 | Construct promotional international airfares         |
| SITTTSL014 | Construct advanced international airfares            |
| SITTTSL015 | Administer billing and settlement plan               |
| SITTTSL016 | Provide specialist advice on cruises                 |
| SITTTSL017 | Maintain product inventories                         |
| SITXCCS002 | Provide visitor information                          |

**Tourism Delivery**

|            |  |
|------------|--|
| SITTGDE004 | Lead tour groups   |
| SITTGDE005 | Prepare and present tour commentaries or activities                        |
| SITTGDE006 | Develop and maintain the general and regional knowledge required by guides |

|            |  |
|------------|--|
| SITTGDE007 | Research and share information on Australian Indigenous cultures               |
| SITTGDE008 | Prepare specialised interpretive content on flora, fauna and landscape         |
| SITTGDE009 | Prepare specialised interpretive content on marine environments                |
| SITTGDE010 | Prepare specialised interpretive content on cultural and heritage environments |
| SITTGDE011 | Coordinate and operate tours   |
| SITTTOP001 | Load touring equipment and supplies  |
| SITTTOP002 | Provide outdoor catering   |
| SITTTOP004 | Set up and operate a camp site   |
| SITTTOP005 | Operate tours in a remote area   |
| TLIC1051   | Operate commercial vehicle   |
| TLIC2025   | Operate four wheel drive vehicle   |
| TLIC3042   | Operate coach/bus  |

## **Group B**

### **Administration**

|            |                 |
|------------|-----------------|
| SITXMGT003 | Manage projects |
|------------|-----------------|

### **Crisis Management**

|            |                                     |
|------------|-------------------------------------|
| SITXCRI002 | Manage a business continuity crisis |
|------------|-------------------------------------|

### **E-Business**

|            |  |
|------------|--|
| BSBEBU501  | Investigate and design e-business solutions                          |
| BSBEBU502  | Implement e-business solution  |
| SITXEBS002 | Develop, implement and monitor the use of social media in a business |
| SITXEBS003 | Build and launch a small business website                            |

### **Environmental Sustainability**

BSBSUS501 Develop workplace policy and procedures for sustainability

### **Finance**

SITXFIN005 Manage physical assets

SITXFIN006 Manage revenue

### **First Aid**

HLTAID003 Provide first aid

HLTAID005 Provide first aid in remote situations

### **Food Safety**

SITXFSA001 Use hygienic practices for food safety

### **Human Resource Management**

BSBHRM604 Manage employee relations

SITXHRM004 Recruit, select and induct staff

SITXHRM005 Manage volunteers

SITXHRM006 Monitor staff performance

### **Marketing and Public Relations**

BSBMKG510 Plan e-marketing communications

BSBPUB402 Develop public relations campaigns

SITXMPR006 Obtain and manage sponsorship

SITXMPR008 Prepare and present proposals

### **Planning and Product Development**

SITTPPD005 Develop host community awareness of tourism

SITTPPD006 Assess tourism opportunities for local communities

SITTPPD007 Research and analyse tourism data

SITTPPD009 Develop environmentally sustainable tourism operations



SITTPPD010 Develop culturally appropriate tourism operations

SITTPPD011 Develop and implement local or regional tourism plan

### **Work Health and Safety**

SITXWHS002 Identify hazards, assess and control safety risks

## **Qualification Mapping Information**

No equivalent qualification.

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# SIT60216 Advanced Diploma of Event Management

## Modification History

Not applicable.

## Qualification Description

This qualification reflects the role of individuals operating at a senior level who use a wide range of specialised managerial skills and substantial knowledge of event management processes to conceive, plan and stage events. They operate with significant autonomy and are responsible for making strategic business and event management decisions.

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

The diversity of employers includes event or exhibition management companies, event venues, or organisations that organise their own events. Work could be undertaken in an office environment where the planning of events takes place, on-site at venues where events are staged, or a combination of both.

Possible job titles include:

- conference manager
- event director
- event producer
- event or exhibition manager
- functions manager
- in-house meetings manager
- meetings manager
- project manager
- venue manager.

No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.

## Entry Requirements

There are no entry requirements for this qualification.

## Packaging Rules

24 units must be completed:

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

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

### Core units

|            |  |
|------------|--|
| BSBMGT608  | Manage innovation and continuous improvement               |
| BSBRSK501  | Manage risk  |
| BSBSUS501  | Develop workplace policy and procedures for sustainability |
| BSBWRT401  | Write complex documents                                    |
| SITEEVT008 | Manage event staging components                            |
| SITEEVT011 | Research event trends and practice                         |
| SITEEVT012 | Develop event concepts                                     |
| SITEEVT013 | Determine event feasibility                                |
| SITEEVT014 | Develop and implement event management plans               |
| SITXCCS008 | Develop and manage quality customer service practices      |
| SITXFIN004 | Prepare and monitor budgets                                |
| SITXGLC001 | Research and comply with regulatory requirements           |
| SITXHRM003 | Lead and manage people                                     |
| SITXMGT002 | Establish and conduct business relationships               |
| SITXMPR007 | Develop and implement marketing strategies                 |
| SITXWHS004 | Establish and maintain a work health and safety system     |

**Elective units****Administration**

BSBADM502      Manage meetings

**Communication and Teamwork**

BSBCMM401      Make a presentation

SITXCOM004      Address protocol requirements

SITXCOM005      Manage conflict

**Creative and Technical Production**

CUAPPM503      Incorporate creative and technical needs into management processes

CUAPPM601      Manage pre-production for shows and events

CUASMT501      Stage manage productions and events

CUASMT503      Develop and maintain production documents

CUFPPM408A      Compile production schedules

CUFPPM409A      Organise and facilitate rehearsals

CULEVP501A      Coordinate the installation and dismantling of exhibitions

**Crisis Management**

SITXCRI002      Manage a business continuity crisis

**E-Business**

BSBEBU501      Investigate and design e-business solutions

SITXEBS002      Develop, implement and monitor the use of social media in a business

**Events and Exhibitions**

CULEVP504A      Develop exhibition concepts

CULMS008B      Conceive, develop and realise exhibition designs

SITEEVT006      Develop conference programs

|            |                                    |
|------------|------------------------------------|
| SITEEVT007 | Select event venues and sites      |
| SITEEVT009 | Organise event infrastructure      |
| SITEEVT010 | Manage on-site event operations    |
| SITEEVT015 | Develop event transport plans      |
| SITEEVT016 | Develop crowd management plans     |
| SITEEVT017 | Develop multi-venue event plans    |
| SITEEVT018 | Plan and allocate exhibition space |
| SITEEVT019 | Recruit and manage exhibitors      |

### **Finance**

|            |                                 |
|------------|---------------------------------|
| BSBFIM601  | Manage finances                 |
| SITXFIN002 | Interpret financial information |
| SITXFIN005 | Manage physical assets          |
| SITXFIN006 | Manage revenue                  |

### **Human Resource Management**

|            |                                   |
|------------|-----------------------------------|
| BSBDIV501  | Manage diversity in the workplace |
| SITXHRM004 | Recruit, select and induct staff  |
| SITXHRM005 | Manage volunteers                 |
| SITXHRM006 | Monitor staff performance         |

### **Management and Leadership**

|           |                                       |
|-----------|---------------------------------------|
| BSBMGT617 | Develop and implement a business plan |
|-----------|---------------------------------------|

### **Marketing and Public Relations**

|            |   |
|------------|---|
| BSBMKG509  | Implement and monitor direct marketing activities |
| BSBMKG607  | Manage market research                            |
| CUVPUB501A | Develop and manage public relations strategies    |
| SITXMPR006 | Obtain and manage sponsorship                     |
| SITXMPR008 | Prepare and present proposals                     |

## **Planning and Product Development**

SITTPPD007          Research and analyse tourism data

## **Venue and Facility Operations**

CPPDSM5027A      Provide facilities and amenities for property users

CUAFOH501          Manage front of house services

## **Qualification Mapping Information**

SIT60212 Advanced Diploma of Events

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# SIT60316 Advanced Diploma of Hospitality Management

## Modification History

Not applicable.

## Qualification Description

This qualification reflects the role of highly skilled senior managers who use a broad range of hospitality skills combined with specialised managerial skills and substantial knowledge of industry to coordinate hospitality operations. They operate with significant autonomy and are responsible for making strategic business management decisions.

This qualification provides a pathway to work in any hospitality industry sector and for a diversity of employers including restaurants, hotels, motels, catering operations, clubs, pubs, cafés, and coffee shops. This qualification allows for multi-skilling and for specialisation in accommodation services, cookery, food and beverage and gaming.

Possible job titles include:

- area manager or operations manager
- café owner or manager
- club secretary or manager
- executive chef
- executive housekeeper
- executive sous chef
- food and beverage manager
- head chef
- motel owner or manager
- rooms division manager.

No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.

## Entry Requirements

There are no entry requirements for this qualification.

## Packaging Rules

33 units must be completed:

- 16 core units
- 17 elective units, consisting of:
  - 1 unit from Group A
  - 1 unit from Group B
  - 9 units from Group C
  - 6 units from Group C, elsewhere in the SIT Training Package, or any other current Training Package or accredited course.

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

### Core units

|            |  |
|------------|--|
| BSBDIV501  | Manage diversity in the workplace                      |
| BSBFIM601  | Manage finances  |
| BSBMGT517  | Manage operational plan                                |
| BSBMGT617  | Develop and implement a business plan                  |
| SITXCCS008 | Develop and manage quality customer service practices  |
| SITXFIN003 | Manage finances within a budget                        |
| SITXFIN004 | Prepare and monitor budgets                            |
| SITXFIN005 | Manage physical assets                                 |
| SITXGLC001 | Research and comply with regulatory requirements       |
| SITXHRM003 | Lead and manage people                                 |
| SITXHRM004 | Recruit, select and induct staff                       |
| SITXHRM006 | Monitor staff performance                              |
| SITXMGT001 | Monitor work operations                                |
| SITXMGT002 | Establish and conduct business relationships           |
| SITXMPR007 | Develop and implement marketing strategies             |
| SITXWHS004 | Establish and maintain a work health and safety system |



**Elective units****Group A**

- SITHIND001 Use hygienic practices for hospitality service
- SITXFSA001 Use hygienic practices for food safety

**Group B**

- SITHCCC020 Work effectively as a cook
- SITHIND004 Work effectively in hospitality service
- SITHKOP005 Coordinate cooking operations

**Group C****Accommodation Services – Front Office, Housekeeping and Porting**

- CPPCLO2001A Maintain hard floor surfaces
- CPPCLO2004A Maintain carpeted floors
- CPPCLO2009A Clean glass surfaces
- CPPCLO2010A Clean ceiling surfaces and fittings
- CPPCLO2017A Clean wet areas
- CPPCLO2019A Sort and remove waste and recyclable materials
- CPPCLO2035A Maintain cleaning storage areas
- CPPCLO3013A Clean window coverings
- CPPCLO3016A Wash furniture and fittings
- SITHACS001 Clean premises and equipment
- SITHACS002 Provide housekeeping services to guests
- SITHACS003 Prepare rooms for guests
- SITHACS004 Launder linen and guest clothes
- SITHACS005 Provide porter services
- SITHACS006 Provide valet services
- SITHACS007 Conduct night audit

|            |  |
|------------|--|
| SITHACS008 | Provide accommodation reception services             |
| SITTTSL002 | Access and interpret product information             |
| SITTTSL005 | Sell tourism products and services                   |
| SITTTSL006 | Prepare quotations                                   |
| SITTTSL007 | Process reservations                                 |
| SITTTSL010 | Use a computerised reservations or operations system |

### **Administration**

|           |  |
|-----------|--|
| BSBADM502 | Manage meetings                          |
| BSBRES401 | Analyse and present research information |

### **Asian Cookery**

|            |   |
|------------|---|
| SITHASC001 | Prepare dishes using basic methods of Asian cookery |
| SITHASC002 | Prepare Asian appetisers and snacks                 |
| SITHASC003 | Prepare Asian stocks and soups                      |
| SITHASC004 | Prepare Asian sauces, dips and accompaniments       |
| SITHASC005 | Prepare Asian salads                                |
| SITHASC006 | Prepare Asian rice and noodles                      |
| SITHASC007 | Prepare curry pastes and powders                    |
| SITHASC008 | Prepare Asian cooked dishes                         |
| SITHASC009 | Prepare Asian desserts                              |
| SITHASC010 | Produce Japanese cooked dishes                      |
| SITHASC011 | Prepare sashimi                                     |
| SITHASC012 | Prepare sushi                                       |
| SITHASC013 | Prepare Japanese desserts                           |
| SITHASC014 | Prepare dim sum                                     |
| SITHASC015 | Prepare Chinese roast meat and poultry dishes       |
| SITHASC016 | Prepare tandoori dishes                             |

- SITHASC017 Prepare Indian breads
- SITHASC018 Prepare Indian sweetmeats
- SITHASC019 Prepare Indian pickles and chutneys

### **Client and Customer Service**

- SITXCCS002 Provide visitor information
- SITXCCS004 Provide lost and found services
- SITXCCS005 Provide club reception services

### **Commercial Cookery and Catering**

- SITHCCC001 Use food preparation equipment
- SITHCCC003 Prepare and present sandwiches
- SITHCCC004 Package prepared foodstuffs
- SITHCCC005 Prepare dishes using basic methods of cookery
- SITHCCC006 Prepare appetisers and salads
- SITHCCC007 Prepare stocks, sauces and soups
- SITHCCC008 Prepare vegetable, fruit, egg and farinaceous dishes
- SITHCCC009 Produce cook-chill and cook-freeze foods
- SITHCCC010 Re-thermalise chilled and frozen foods
- SITHCCC012 Prepare poultry dishes
- SITHCCC013 Prepare seafood dishes
- SITHCCC014 Prepare meat dishes
- SITHCCC015 Produce and serve food for buffets
- SITHCCC016 Produce pates and terrines
- SITHCCC017 Handle and serve cheese
- SITHCCC018 Prepare food to meet special dietary requirements
- SITHCCC019 Produce cakes, pastries and breads
- SITHCCC020 Work effectively as a cook

SITHCCC021 Prepare specialised food items

SITHCCC022 Prepare portion-controlled meat cuts and meat products

### **Communication and Teamwork**

BSBCM401 Make a presentation

SITXCOM004 Address protocol requirements

SITXCOM005 Manage conflict

### **Computer Operations and ICT Management**

BSBITU301 Create and use databases

BSBITU302 Create electronic presentations

BSBITU306 Design and produce business documents

BSBITU402 Develop and use complex spreadsheets

### **Crisis Management**

SITXCRI002 Manage a business continuity crisis

### **E-Business**

BSBEBU501 Investigate and design e-business solutions

SITXEBS002 Develop, implement and monitor the use of social media in a business

### **Environmental Sustainability**

BSBSUS501 Develop workplace policy and procedures for sustainability

MSS405070A Develop and manage sustainable energy practices

### **Events**

SITEEVT005 Plan in-house events or functions

SITEEVT008 Manage event staging components

SITEEVT010 Manage on-site event operations

SITEEVT011 Research event trends and practice

SITEEVT013 Determine event feasibility

### **Finance**

BSBFIA302 Process payroll

BSBFIA303 Process accounts payable and receivable

BSBFIA304 Maintain a general ledger

BSBFIA401 Prepare financial reports

BSBFIM502 Manage payroll

SITXFIN002 Interpret financial information

SITXFIN006 Manage revenue

### **First Aid**

HLTAID003 Provide first aid

### **Food and Beverage**

SITHFAB002 Provide responsible service of alcohol

SITHFAB003 Operate a bar

SITHFAB004 Prepare and serve non-alcoholic beverages

SITHFAB005 Prepare and serve espresso coffee

SITHFAB006 Provide room service

SITHFAB007 Serve food and beverage

SITHFAB008 Operate and monitor cellar systems

SITHFAB009 Conduct a product tasting for alcoholic beverages

SITHFAB010 Prepare and serve cocktails

SITHFAB011 Provide advice on beers, spirits and liqueurs

SITHFAB012 Provide advice on Australian wines

SITHFAB013 Provide advice on imported wines

SITHFAB014 Provide table service of food and beverage

SITHFAB015 Provide silver service

|            |  |
|------------|--|
| SITHFAB016 | Provide advice on food                       |
| SITHFAB017 | Provide advice on food and beverage matching |
| SITHFAB018 | Provide gueridon service                     |
| SITHFAB019 | Plan and monitor espresso coffee service     |
| SITHFAB020 | Manage the sale or service of wine           |

### **Food Safety**

|            |   |
|------------|---|
| SITXFSA001 | Use hygienic practices for food safety      |
| SITXFSA002 | Participate in safe food handling practices |
| SITXFSA003 | Transport and store food                    |
| SITXFSA004 | Develop and implement a food safety program |

### **Franchising**

|           |                              |
|-----------|------------------------------|
| BSBFRA502 | Manage a franchise operation |
|-----------|------------------------------|

### **Gaming**

|            |   |
|------------|---|
| SITHGAM001 | Provide responsible gambling services     |
| SITHGAM002 | Attend gaming machines                    |
| SITHGAM003 | Operate a TAB outlet                      |
| SITHGAM004 | Conduct Keno game                         |
| SITHGAM005 | Analyse and report on gaming machine data |
| SITHGAM006 | Deal Baccarat games                       |
| SITHGAM007 | Conduct Big Wheel games                   |
| SITHGAM008 | Deal Blackjack games                      |
| SITHGAM009 | Deal Poker games                          |
| SITHGAM010 | Deal Pontoon games                        |
| SITHGAM011 | Conduct Rapid Roulette games              |
| SITHGAM012 | Conduct Roulette games                    |
| SITHGAM013 | Conduct Sic Bo games                      |

|            |                               |
|------------|-------------------------------|
| SITHGAM014 | Manage gaming activities      |
| SITHGAM015 | Attend casino gaming machines |
| SITHGAM016 | Deal Caribbean Stud games     |
| SITHGAM017 | Deal Casino War games         |
| SITHGAM018 | Deal Mississippi Stud games   |
| SITHGAM019 | Conduct Rapid Baccarat games  |
| SITHGAM020 | Conduct Rapid Big Wheel games |
| SITHGAM021 | Deal Three Card Poker games   |

### **Human Resource Management**

|            |                           |
|------------|---------------------------|
| BSBHRM604  | Manage employee relations |
| SITXHRM002 | Roster staff              |
| SITXHRM005 | Manage volunteers         |

### **Inventory**

|            |  |
|------------|--|
| SITXINV002 | Maintain the quality of perishable items       |
| SITXINV004 | Control stock                                  |
| SITXINV005 | Establish stock purchasing and control systems |

### **Kitchen Operations**

|            |  |
|------------|--|
| SITHKOP003 | Plan and display buffets                       |
| SITHKOP004 | Develop menus for special dietary requirements |
| SITHKOP005 | Coordinate cooking operations                  |
| SITHKOP006 | Plan catering for events or functions          |
| SITHKOP007 | Design and cost menus                          |
| SITHKOP008 | Select catering systems                        |

### **Management and Leadership**

|         |             |
|---------|-------------|
| BSBR501 | Manage risk |
|---------|-------------|

### **Marketing and Public Relations**

|            |  |
|------------|--|
| BSBMKG401  | Profile the market   |
| SITXMPR001 | Coordinate production of brochures and marketing materials |
| SITXMPR002 | Create a promotional display or stand                      |
| SITXMPR003 | Plan and implement sales activities                        |
| SITXMPR004 | Coordinate marketing activities                            |
| SITXMPR005 | Participate in cooperative online marketing initiatives    |
| SITXMPR006 | Obtain and manage sponsorship                              |

### **Patisserie**

|            |  |
|------------|--|
| SITHPAT001 | Produce cakes                              |
| SITHPAT002 | Produce gateaux, torten and cakes          |
| SITHPAT003 | Produce pastries                           |
| SITHPAT004 | Produce yeast-based bakery products        |
| SITHPAT005 | Produce petits fours                       |
| SITHPAT006 | Produce desserts                           |
| SITHPAT007 | Prepare and model marzipan                 |
| SITHPAT008 | Produce chocolate confectionery            |
| SITHPAT009 | Model sugar-based decorations              |
| SITHPAT010 | Design and produce sweet buffet showpieces |

### **Planning and Product Development**

|            |  |
|------------|--|
| SITTPPD005 | Develop host community awareness of tourism            |
| SITTPPD007 | Research and analyse tourism data                      |
| SITTPPD008 | Develop tourism products                               |
| SITTPPD009 | Develop environmentally sustainable tourism operations |
| SITTPPD010 | Develop culturally appropriate tourism operations      |



## Security

- CPPSEC2012A Monitor and control individual and crowd behaviour
- CPPSEC3017A Plan and conduct evacuation of premises
- CPPSEC3018A Provide for the safety of persons at risk

## Work Health and Safety

- SITXWHS002 Identify hazards, assess and control safety risks

## Working in Industry

- SITHIND001 Use hygienic practices for hospitality service
- SITHIND002 Source and use information on the hospitality industry
- SITHIND004 Work effectively in hospitality service

## Qualification Mapping Information

SIT60313 Advanced Diploma of Hospitality

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## AHCIRG302A Install irrigation systems

### Modification History

Not Applicable

### Unit Descriptor

|                        |   |
|------------------------|---|
| <b>Unit descriptor</b> | This unit covers the process of installing pressurised irrigation systems and defines the standard required to: organise resources for installation work; set out and prepare site; install irrigation components; complete installation work, and commission irrigation systems; and communicate with work team members, supervisors, contractors and consultants. |
|------------------------|---|

### Application of the Unit

|                                |   |
|--------------------------------|---|
| <b>Application of the unit</b> | This unit is likely to be carried out under routine supervision within enterprise guidelines. |
|--------------------------------|---|

### Licensing/Regulatory Information

Not Applicable

### Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

## Employability Skills Information

|                             |  |
|-----------------------------|--|
| <b>Employability skills</b> | This unit contains employability skills. |
|-----------------------------|--|

## Elements and Performance Criteria Pre-Content

Not Applicable

## Elements and Performance Criteria

| ELEMENT                                     | PERFORMANCE CRITERIA   |
|---|--|
| 1. Organise resources for installation work | <p>1.1. Materials, tools, equipment and machinery are selected according to the irrigation system design requirements and enterprise work procedures.</p> <p>1.2. The construction site for the irrigation system and construction method is identified according to the site and irrigation system plans and enterprise work procedures.</p> <p>1.3. Parts and equipment delivered to site are checked according to system drawings and specifications.</p> <p>1.4. Pre-operational and safety checks are carried out on tools, equipment and machinery according to manufacturer specifications and enterprise work procedures.</p> <p>1.5. Occupational Health and Safety (OHS) hazards are identified, risks assessed, controls implemented and reported to the supervisor.</p> <p>1.6. Suitable safety and personal protective equipment (PPE) are selected, used and maintained.</p> <p>1.7. Water supply is checked to ensure that it is compatible with system specifications.</p> |
| 2. Set out and prepare site                 | <p>2.1. Measurement and marking out of irrigation lines are consistent with the plan.</p> <p>2.2. Trenches, where constructed, are at the specified depth without damage to services, facilities, features and established plants.</p> <p>2.3. Equipment operation and work practices conform to enterprise and legislative OHS requirements.</p> <p>2.4. Regulations and legislation relevant to the situation</p>  |

| ELEMENT                          | PERFORMANCE CRITERIA  |
|----------------------------------|---|
|                                  | <p>are observed.</p> <p>2.5. Work practices reflect sustainable horticulture principles and respond to local community requirements.</p>  |
| 3. Install irrigation components | <p>3.1. Plan is interpreted and, where applicable, contractors are supervised and work is monitored to conform to the plan.</p> <p>3.2. Components are assembled and connected according to the plan, and joints are completed and tested according to manufacturer specifications.</p> <p>3.3. Fittings and valves are fitted and adjusted to the requirements of the installation plan, and all joints are secured according to enterprise guidelines.</p> <p>3.4. A clean and safe work area is maintained while installation work is carried out.</p> <p>3.5. Tools appropriate to the task being undertaken are chosen and used according to guidelines and safe working practices are employed.</p> |
| 4. Complete installation work    | <p>4.1. Earthworks are finished off to plan specifications and enterprise work procedures.</p> <p>4.2. The system configuration and capacity matches the installation plan.</p> <p>4.3. The site is restored and waste material is removed from the site and disposed of in an environmentally aware and safe manner according to enterprise work procedures.</p> <p>4.4. Tools, equipment and machinery are cleaned, maintained and stored according to enterprise work procedures.</p>  |
| 5. Commission irrigation system  | <p>5.1. Start-up sequence is in accordance with operations manual.</p> <p>5.2. System is flushed as required.</p> <p>5.3. Operating faults are identified and corrective actions taken according to the operations manual.</p> <p>5.4. Testing and monitoring equipment are calibrated to manufacturer specifications.</p> <p>5.5. Work outcomes are recorded or reported to the supervisor according to enterprise work procedures.</p>  |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

#### Required skills

- identify hazards and implement safe work procedures
- organise resources for installation work
- set out and prepare site
- install irrigation components
- complete installation work
- commission irrigation system
- implement and follow relevant enterprise OHS and environmental policies and procedures
- use literacy skills to read, interpret and follow organisational policies and procedures, follow sequenced written instructions, record information collected accurately and legibly, and select and apply procedures for a range of tasks
- use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning techniques, active listening, clarifying information and consulting with supervisors as required
- use numeracy skills to estimate, calculate and record routine workplace measures
- use interpersonal skills to work with and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.

#### Required knowledge

- methods and techniques of irrigation
- components of an irrigation system
- characteristics and operation of joints, valves and sprinkler components
- operation of pumps and water flow rates
- behaviour of water on varying terrain and soil types
- soil water retention testing techniques
- water quality and water filtration techniques
- calculations for installing irrigation systems
- soil characteristics
- environmental impacts of installing irrigation systems
- enterprise OHS procedures.

## Evidence Guide

| <b>EVIDENCE GUIDE</b>  |  |
|--|--|
| The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package. |  |
| <b>Overview of assessment</b>  |  |
| <b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b>  | <p>The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following:</p> <ul style="list-style-type: none"> <li>• organise resources for installation work</li> <li>• set out and prepare site</li> <li>• install irrigation components</li> <li>• complete installation work</li> <li>• commission irrigation systems and communicate with work team members, supervisors, contractors and consultants.</li> </ul> |
| <b>Context of and specific resources for assessment</b>  | Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.   |

## Range Statement

| <b>RANGE STATEMENT</b>  |   |
|---|---|
| The range statement relates to the unit of competency as a whole. |   |
| System may include:   | <ul style="list-style-type: none"> <li>• irrigation systems, such as mains pressure, low pressure, below ground, above ground, spray systems, dripper and capillary systems.</li> </ul> |

## Unit Sector(s)

|                    |            |
|--------------------|------------|
| <b>Unit sector</b> | Irrigation |
|--------------------|------------|

## Co-requisite units

|                    |  |  |
|--------------------|--|--|
| Co-requisite units |  |  |
|                    |  |  |
|                    |  |  |

## Competency field

|                  |  |
|------------------|--|
| Competency field |  |
|------------------|--|

## AHCIRG306A Troubleshoot irrigation systems

### Modification History

Not Applicable

### Unit Descriptor

|                        |  |
|------------------------|--|
| <b>Unit descriptor</b> | This unit covers the process of troubleshooting faults and blockages in irrigation systems and defines the standard required to: read and apply system specifications, technical manuals and supply/spare parts inventories; locate and identify faulty components and blockages; apply shutdown sequence and isolation procedures; remove faulty components from the system and install replacements; clear blockages or replace blocked sections; and return isolated or shutdown components to service. |
|------------------------|--|

### Application of the Unit

|                                |   |
|--------------------------------|---|
| <b>Application of the unit</b> | This unit applies to workers on irrigation farms or to irrigation contractors. The work is likely to be carried out under routine supervision within enterprise guidelines. |
|--------------------------------|---|

### Licensing/Regulatory Information

Not Applicable

### Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |
|                           |  |  |



## Employability Skills Information

|                             |  |
|-----------------------------|--|
| <b>Employability skills</b> | This unit contains employability skills. |
|-----------------------------|--|

## Elements and Performance Criteria Pre-Content

Not Applicable

## Elements and Performance Criteria

| ELEMENT  | PERFORMANCE CRITERIA   |
|--|--|
| 1. Locate and identify faulty components and blockages | <p>1.1.Irrigation system and component function is determined by reference to system specifications and technical manuals.</p> <p>1.2.Monitoring and maintenance records are checked and reviewed.</p> <p>1.3.Operational tests are carried out according to system specifications, technical manuals and Occupational Health and Safety (OHS) requirements.</p> <p>1.4.Faulty components and blockages are identified and documented according to enterprise policy and procedures.</p> |
| 2. Shut down/isolate component                         | <p>2.1.Shut own sequence and isolation procedures are applied as required according to system specifications and technical manuals.</p> <p>2.2.Safe shutdown or isolation is verified.</p> <p>2.3.Safety/security lock off devices and signage is installed according to enterprise policy and procedures.</p>   |
| 3. Replace faulty components and clear blockages       | <p>3.1.Access to faulty components and blockages is arranged.</p> <p>3.2.Faulty components are removed from the system, according to system specifications and technical manuals, and repaired or disposed of in an environmentally responsible way.</p> <p>3.3.Replaceable components are selected from</p>   |

| ELEMENT                                     | PERFORMANCE CRITERIA   |
|---|--|
|   | <p>manufacturer catalogues and procured using enterprise procedures.</p> <p>3.4.Replacement components are installed to meet system specifications according to technical manuals.</p> <p>3.5.Replace faulty components and clear blockages are carried out without unnecessary damage to surrounding site and structures.</p> <p>3.6.Blockages are cleared or blocked sections replaced according to enterprise procedures.</p> |
| 4. Return system to normal operating status | <p>4.1.Isolated or shutdown components are returned to service.</p> <p>4.2.Operational tests are carried out according to system specifications, technical manuals and OHS requirements.</p> <p>4.3.System is returned to normal operational set-up.</p> <p>4.4.Repair activities are reported and recorded according to enterprise policy and procedures.</p>   |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

#### Required skills

- identify adverse environmental impacts of irrigation activities and appropriate remedial action
- operate, maintain and repair irrigation systems
- shut down and isolate components
- replace components
- carry out operational tests
- implement and follow relevant enterprise OHS and environmental policies and procedures
- use literacy skills to read, interpret and follow organisational policies and procedures, follow sequenced written instructions, record information collected accurately and legibly, and select and apply procedures for a range of tasks
- use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning techniques, active listening, clarifying information and consulting with supervisors as required

## REQUIRED SKILLS AND KNOWLEDGE

- use numeracy skills to estimate, calculate and record routine workplace measures
- use interpersonal skills to work with and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.

### Required knowledge

- identification, characteristics and operation of replaceable components of irrigation systems
- system malfunctions and their likely causes
- environmental impacts of irrigation, using water from any ground or underground source
- purchasing procedures
- isolation procedures
- enterprise policies and procedures
- irrigation, OHS and environmental guidelines.

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### Overview of assessment

#### Critical aspects for assessment and evidence required to demonstrate competency in this unit

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following:

- read and apply system specifications, technical manuals and supply/spare parts inventories
- locate and identify faulty components and blockages
- apply shutdown sequence and isolation procedures
- remove faulty components from the system and install replacements
- clear blockages or replace blocked sections
- return isolated or shutdown components to service.

#### Context of and specific resources for

Competency requires the application of work practices

**EVIDENCE GUIDE****assessment**

under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

**Range Statement****RANGE STATEMENT**

The range statement relates to the unit of competency as a whole.

System may include:

- pressurised irrigation systems, such as micro-irrigation, spray irrigation or gravity-fed irrigation systems.

**Unit Sector(s)**

|                    |            |
|--------------------|------------|
| <b>Unit sector</b> | Irrigation |
|--------------------|------------|

**Co-requisite units**

|                           |  |
|---------------------------|--|
| <b>Co-requisite units</b> |  |
|                           |  |
|                           |  |

**Competency field**

|                         |  |
|-------------------------|--|
| <b>Competency field</b> |  |
|-------------------------|--|

# AHCLSC202A Construct low-profile timber or modular retaining walls

## Modification History

Not Applicable

## Unit Descriptor

|                        |  |
|------------------------|--|
| <b>Unit descriptor</b> | This unit covers the process of constructing low-profile timber or modular retaining walls and defines the standard required to: plan and prepare for construction; mark out the site and assemble materials; construct footings and place reinforcing; carry out wall construction; clear up the site and dispose of waste. |
|------------------------|--|

## Application of the Unit

|                                |  |
|--------------------------------|--|
| <b>Application of the unit</b> | This unit applies to the process of constructing low profile timber or modular retaining walls in landscape settings and involves working under routine supervision with intermittent checking. Responsibility for some roles and co-ordination within a team may be required. |
|--------------------------------|--|

## Licensing/Regulatory Information

Not Applicable

## Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

## Employability Skills Information

|                             |  |
|-----------------------------|--|
| <b>Employability skills</b> | This unit contains employability skills. |
|-----------------------------|--|

## Elements and Performance Criteria Pre-Content

Not Applicable

## Elements and Performance Criteria

| ELEMENT                                   | PERFORMANCE CRITERIA   |
|---|--|
| 1. Plan and prepare work                  | <p>1.1. Personal Protective Equipment (PPE) and clothing is selected, used and maintained.</p> <p>1.2. Work instructions relating to constructing the retaining wall are interpreted and confirmed with the supervisor.</p> <p>1.3. Tools and equipment are prepared and used according to the supervisor's instructions.</p> <p>1.4. Manual handling and other Occupational Health and Safety (OHS) hazards are identified, risks assessed and reported to the supervisor.</p> <p>1.5. Services are located according to site and construction</p> <p>1.6. The quantity and quality of materials are checked to ensure they conform to the requirements of the job plans.</p> |
| 2. Mark out site for retaining wall       | <p>2.1. The position of the retaining wall is marked out according to site and construction plans.</p> <p>2.2. The location and depth of excavations are determined from site and construction plans.</p> <p>2.3. Profiles are established to conform to the tolerances designated by the supervisor and/or site and construction plans.</p> <p>2.4. Survey benchmarks are established.</p>  |
| 3. Prepare footings according to industry | <p>3.1. Foundations for the retaining wall are excavated to depth and dimensions according industry standards.</p>   |

| ELEMENT  | PERFORMANCE CRITERIA   |
|--|--|
| standards  | <p>3.2. Soil and waste material are removed and stockpiled to ensure a safe working area.</p> <p>3.3. Reinforcing and/or steps in the excavated site are located and positioned according to industry standards.</p> <p>3.4. Pegs or levels are positioned to maintain even depth and horizontal plane to the top of footings.</p> <p>3.5. Footings are placed, consolidated and finished to determined levels, to ensure coverage of reinforcement as necessary and according to industry standards.</p>  |
| 4. Prepare and install retaining wall components | <p>4.1. Components for installation are prepared and laid out.</p> <p>4.2. Components to be cut are marked out to length and/or shape and cut accurately to the requirements of profiles already established.</p> <p>4.3. Drainage media is installed according to supervisor's instructions.</p> <p>4.4. Base layer of retaining wall is constructed to a point above the top of the drainage media and weep holes are formed where indicated.</p> <p>4.5. Fill material is back-filled and compacted behind base of retaining wall.</p> <p>4.6. Retaining wall components are constructed to dimensions, profiles and levels as outlined in the specified site and construction plans and/or according to supervisor's instructions.</p> <p>4.7. Capping to top of retaining wall is set to specified levels with a tolerance appropriate to the style of capping.</p> |
| 5. Clean up site and store tools and equipment   | <p>5.1. Soil and waste material from the site is disposed of or recycled to minimise damage to the environment.</p> <p>5.2. Unused construction materials are stored and stacked for future re-use according to supervisors instructions.</p> <p>5.3. All tools and equipment are cleaned and stored according to supervisors instructions.</p>  |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

#### Required skills

- read and interpret site and construction plans
- calculate the amount of materials required and accurately mark out the area to be retained
- sort soil and waste material from the excavation site in an environmentally aware and sensitive manner, such as sorting it into organic, inorganic and recyclable piles
- use literacy skills to follow sequenced written instructions and record information accurately and legibly
- use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification and seeking advice from supervisor
- use numeracy skills to estimate, calculate and record routine workplace measures
- use interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities.

#### Required knowledge

- different construction materials for retaining walls
- construction approaches and methods
- OHS responsibilities of employees
- safe lifting practices for carrying large and heavy components
- the environmental impact of soil disturbance when excavating an area to be retained and the environmental effects of altering water flow when installing retaining walls, with or without drainage media
- methods of disposing of soil and waste materials in order to minimise damage to the environment
- Building Code of Australia relating to constructing retaining walls.

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.



| <b>EVIDENCE GUIDE</b>   |   |
|---|---|
| <b>Overview of assessment</b>   |   |
| <b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b> | <p>The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following:</p> <ul style="list-style-type: none"> <li>• plan and prepare for construction</li> <li>• mark out the site and assemble materials</li> <li>• construct footings and place reinforcing</li> <li>• carry out wall construction</li> <li>• clear up the site and dispose of waste.</li> </ul> |
| <b>Context of and specific resources for assessment</b>   | <p>Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.</p>   |

## Range Statement

| <b>RANGE STATEMENT</b>  |   |
|---|---|
| The range statement relates to the unit of competency as a whole. |   |
| Retaining walls may include:                                      | <ul style="list-style-type: none"> <li>• all types of low [<math>\leq 900</math>mm] retaining walls using timber and modular concrete units.</li> </ul> |

## Unit Sector(s)

|                    |           |
|--------------------|-----------|
| <b>Unit sector</b> | Landscape |
|--------------------|-----------|

## Co-requisite units

|                           |  |
|---------------------------|--|
| <b>Co-requisite units</b> |  |
|---------------------------|--|

|                           |  |  |
|---------------------------|--|--|
| <b>Co-requisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

### Competency field

|                         |  |
|-------------------------|--|
| <b>Competency field</b> |  |
|-------------------------|--|

## AHCLSC204A Lay paving

### Modification History

Not Applicable

### Unit Descriptor

|                        |   |
|------------------------|---|
| <b>Unit descriptor</b> | This unit covers the process of laying modular paving and defines the standard required to: set out the paving area; prepare the ground; lay bedding material; lay pavers to the specified pattern; clean up the site and dispose of waste. |
|------------------------|---|

### Application of the Unit

|                                |  |
|--------------------------------|--|
| <b>Application of the unit</b> | This unit applies to the process of laying modular paving in landscape projects and involves working under routine supervision with intermittent checking. |
|--------------------------------|--|

### Licensing/Regulatory Information

Not Applicable

### Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

## Employability Skills Information

|                             |  |
|-----------------------------|--|
| <b>Employability skills</b> | This unit contains employability skills. |
|-----------------------------|--|

## Elements and Performance Criteria Pre-Content

Not Applicable

## Elements and Performance Criteria

| <b>ELEMENT</b>                      | <b>PERFORMANCE CRITERIA</b>  |
|-------------------------------------|--|
| 1. Plan and prepare for paving work | <p>1.1. Required workplace information is interpreted and confirmed with supervisor.</p> <p>1.2. Tools and equipment are prepared and used according to supervisor's instructions.</p> <p>1.3. The quantity and quality of materials are checked to ensure they conform to the requirements of the job.</p> <p>1.4. Occupational Health and Safety (OHS) hazards are identified, risks assessed and reported to the supervisor.</p> <p>1.5. Personal Protective Equipment (PPE) and clothing is selected, used and maintained.</p> |
| 2. Set out and prepare paving area  | <p>2.1. The area to be paved is marked out according to the site plan.</p> <p>2.2. The marked out area is checked with the supervisor for compliance with the site plan and OHS requirements, and adjusted where necessary.</p> <p>2.3. The reduced levels of the proposed paving area are calculated and pegged from the survey benchmark using the rise and fall method in a closed level run.</p>   |
| 3. Undertake ground preparation     | <p>3.1. The area is excavated to shape, depth and dimensions to sub base level according to minimal industry standards.</p> <p>3.2. The sub base is trimmed to the designated level and falls to ensure that the final level of paving can be achieved.</p> <p>3.3. Drainage systems are constructed as necessary according to the site plan.</p>  |

| ELEMENT                                     | PERFORMANCE CRITERIA  |
|---|---|
|   | 3.4. Base material is placed and compacted to the required finished level according to minimal industry standards.  |
| 4. Lay bedding material                     | <p>4.1. Bedding material is spread loosely over the area to ensure the designated bedding depth can be attained according to minimal industry standards.</p> <p>4.2. Screed rails are established to ensure the bedding course is maintained.</p> <p>4.3. Bedding material is levelled to the designated level and falls and in accordance with minimum industry standards.</p>   |
| 5. Lay pavers to a given pattern            | <p>5.1. Grid string lines are set to required levels to ensure the designated pattern of the project is attained, and to maintain straight lines of components.</p> <p>5.2. Pavers are set out to the required dimensions and pattern according to the site plan.</p> <p>5.3. Whole pavers are laid and compacted to the established finish level.</p> <p>5.4. Pavers are marked, cut and fitted to accurately fill gaps in the pattern within tolerances nominated within the site plan.</p> <p>5.5. Permanent edge constraints are installed to prevent movement of pavers.</p> |
| 6. Clean site and store tools and equipment | <p>6.1. Paving is swept thoroughly to produce a clean and flat surface free of debris.</p> <p>6.2. Sand is spread evenly of the paved area and compacted to the finished level.</p> <p>6.3. Soil and waste material from the site is disposed of or recycled to ensure minimal impact on the environment.</p> <p>6.4. All tools and equipment are cleaned and stored according to supervisors instructions.</p>   |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

## REQUIRED SKILLS AND KNOWLEDGE

### Required skills

- read, interpret and apply information from a site plan that is to scale
- calculate the amount of materials required, prepare the paving site, and follow a designated pattern
- install modular pavers
- sort soil and waste material from the excavation site in an environmentally aware and sensitive manner, such as sorting it into organic, inorganic, and recyclable piles
- use literacy skills to follow sequenced written instructions and record information accurately and legibly
- use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification and seeking advice from supervisor
- use numeracy skills to estimate, calculate and record routine workplace measures
- use interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities.

### Required knowledge

- OHS responsibilities of employees
- OHS regulations regarding the erection of signs and barriers around the area to be paved
- the environmental impact of soil disturbance when preparing to pave, and the environmental effects of altering water flow when installing new drainage systems
- methods of disposing of soil and waste materials in order to minimise damage to the environment.

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### Overview of assessment

#### Critical aspects for assessment and evidence required to demonstrate competency in this unit

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include

| <b>EVIDENCE GUIDE</b>                                   |   |
|---|---|
|   | achievement of the following: <ul style="list-style-type: none"> <li>• set out the paving area</li> <li>• prepare the ground</li> <li>• lay bedding material</li> <li>• lay pavers to the specified pattern</li> <li>• clean up the site and dispose of waste.</li> </ul> |
| <b>Context of and specific resources for assessment</b> | Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.  |

### Range Statement

| <b>RANGE STATEMENT</b>  |   |
|---|---|
| The range statement relates to the unit of competency as a whole. |   |
| Paving may include:   | <ul style="list-style-type: none"> <li>• clay or brick paving bricks.</li> </ul>          |
| Permanent edge constraints may include:                           | <ul style="list-style-type: none"> <li>• concrete, timber or steel constraints</li> </ul> |

### Unit Sector(s)

|                    |           |
|--------------------|-----------|
| <b>Unit sector</b> | Landscape |
|--------------------|-----------|

### Co-requisite units

|                           |  |
|---------------------------|--|
| <b>Co-requisite units</b> |  |
|                           |  |
|                           |  |

## Competency field

|                  |  |
|------------------|--|
| Competency field |  |
|------------------|--|



## AHCLSC301A Set out site for construction works

### Modification History

Not Applicable

### Unit Descriptor

|                        |   |
|------------------------|---|
| <b>Unit descriptor</b> | This unit covers the process of setting out a site for construction works in accordance with site plans and specifications and defines the standard required to: interpret site plans and specifications; locate and mark out position of construction works; establish datum point and survey benchmarks on site; and take and verify site levels. |
|------------------------|---|

### Application of the Unit

|                                |  |
|--------------------------------|--|
| <b>Application of the unit</b> | This unit applies to the setting out of a site for construction work in accordance with site plans and specifications. These tasks may be done in advance of proposed works or in conjunction with construction works already being carried out. |
|--------------------------------|--|

### Licensing/Regulatory Information

Not Applicable

### Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

## Employability Skills Information

|                             |  |
|-----------------------------|--|
| <b>Employability skills</b> | This unit contains employability skills. |
|-----------------------------|--|

## Elements and Performance Criteria Pre-Content

Not Applicable

## Elements and Performance Criteria

| <b>ELEMENT</b>   | <b>PERFORMANCE CRITERIA</b>   |
|--|---|
| 1. Interpret site plans and specifications             | <p>1.1.The various components of the site plan and specifications are identified.</p> <p>1.2.Site plan and specifications are compared with other available plans to ensure accuracy of information.</p> <p>1.3.Equipment required for the setting out of construction works is determined from the site plan and specifications.</p> <p>1.4.Environmental impact of proposed construction works is considered in the interpretation of site plans.</p> <p>1.5.Occupational Health and Safety (OHS) hazards associated with the setting out of construction works are assessed for potential risks, and controls implemented accordingly.</p> |
| 2. Locate and mark out position of construction works  | <p>2.1.Existing site features are located from the site plan.</p> <p>2.2.Position of proposed construction works is located from the site plan.</p> <p>2.3.Scale measurements of lines, shapes, angles and dimensions are transferred from the site plan to site.</p> <p>2.4.The shape of proposed construction works is marked out on site according to the site plan and specifications.</p>  |
| 3. Establish datum point and survey benchmarks on site | <p>3.1.Datum point is established to ensure all existing and proposed construction works can be linked by survey equipment.</p> <p>3.2.Survey benchmarks are selected and established on positions/structures on site according to site plan and specifications.</p>  |

| ELEMENT                        | PERFORMANCE CRITERIA  |
|--------------------------------|---|
| 4. Take and verify site levels | 4.1. Levelling equipment is set up and checked for accuracy of readings.<br>4.2. Instruments, which are out of specification, are adjusted accordingly.<br>4.3. Levels are taken, verified and recorded in accordance with established datum point and survey benchmarks.<br>4.4. Levelling equipment is cleaned, maintained and stored according to manufacturer instructions. |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

#### Required skills

- implement mathematical and geometrical principles when locating and marking out a site for construction works
- use a range of surveyors instruments
- use literacy skills to read, interpret and follow organisational policies and procedures, follow sequenced written instructions, record information collected accurately and legibly, and select and apply procedures for a range of tasks
- use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning techniques, active listening, clarifying information and consulting with supervisors as required
- use interpersonal skills to work with and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.

#### Required knowledge

- interpretation of symbols and use of a legend on site plans and specifications, particularly in relation to benchmarks and the location of existing features
- understanding of compass directions and how to locate North from a site plan
- an awareness of other plans that may be referred to when setting out a site for construction works
- an awareness of common levelling and surveying terms
- environmental awareness associated with the preparation for construction works to ensure that the impact on the environment is minimal when works are implemented
- OHS hazards associated with setting out a site for construction works.

## Evidence Guide

| <b>EVIDENCE GUIDE</b>  |  |
|--|--|
| The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package. |  |
| <b>Overview of assessment</b>  |  |
| <b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b>  | <p>The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following:</p> <ul style="list-style-type: none"> <li>• interpret site plans and specifications</li> <li>• locate and mark out position of construction works</li> <li>• establish datum point and survey benchmarks on site</li> <li>• take and verify site levels.</li> </ul> |
| <b>Context of and specific resources for assessment</b>  | Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.   |

## Range Statement

| <b>RANGE STATEMENT</b>  |  |
|---|--|
| The range statement relates to the unit of competency as a whole. |  |
| Set out may include:  | <ul style="list-style-type: none"> <li>• the range of site plans and specifications, measuring and surveying equipment.</li> </ul> |

### Unit Sector(s)

|             |           |
|-------------|-----------|
| Unit sector | Landscape |
|-------------|-----------|

### Co-requisite units

|                    |  |  |
|--------------------|--|--|
| Co-requisite units |  |  |
|                    |  |  |
|                    |  |  |

### Competency field

|                  |  |
|------------------|--|
| Competency field |  |
|------------------|--|

## AHCLSC302A Construct landscape features using concrete

### Modification History

Not Applicable

### Unit Descriptor

|                        |  |
|------------------------|--|
| <b>Unit descriptor</b> | This unit covers the process of constructing concrete structures and features and defines the standard required to: interpret site plans and specifications; set out and prepare a site for receipt of concrete, pour, set and finish concrete; check quality of work and clean up site. |
|------------------------|--|

### Application of the Unit

|                                |  |
|--------------------------------|--|
| <b>Application of the unit</b> | This unit applies to the construction of concrete structures and features as a component of landscape project works. |
|--------------------------------|--|

### Licensing/Regulatory Information

Not Applicable

### Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

### Employability Skills Information

|                             |  |
|-----------------------------|--|
| <b>Employability skills</b> | This unit contains employability skills. |
|-----------------------------|--|

## Elements and Performance Criteria Pre-Content

Not Applicable

## Elements and Performance Criteria

| ELEMENT                         | PERFORMANCE CRITERIA  |
|---------------------------------|---|
| 1. Plan and prepare work        | 1.1.Plans and specifications are interpreted and clarified with the supervisor.<br>1.2.The quantity and quality of materials are checked to ensure they conform to design drawings and specifications.<br>1.3.Tools and equipment are selected and checked for serviceability according to enterprise guidelines.<br>1.4.Occupational Health and Safety (OHS) hazards are identified, risks assessed and controls implemented.<br>1.5.Environmental implications of constructing concrete structures are identified and reported to the supervisor.   |
| 2. Set out and prepare the site | 2.1.Services are determined and located from site plans.<br>2.2.The position of the structure or feature is marked out according to design drawings and specifications.<br>2.3.Profiles are established to conform to the tolerances nominated within the design drawings and specifications.<br>2.4.Subsoil is prepared by removing all debris, vegetable matter and topsoil to provide a solid foundation for concrete.<br>2.5.Drainage systems are installed according to design drawings and specifications.<br>2.6.Form work is installed to the site in a manner that will ensure it remains rigid during concrete pouring operations.<br>2.7.Sub-base material is placed and compacted to the required finished levels.<br>2.8.Preparation of the site is completed according to the type of structure or feature to be constructed. |
| 3. Mix and pour                 | 3.1.Proportions for concrete mix are determined   |

| ELEMENT                                    | PERFORMANCE CRITERIA  |
|--|---|
| concrete                                   | <p>according to the strength requirements of the project.</p> <p>3.2. Volume of dry materials necessary to produce final concrete mix is determined.</p> <p>3.3. All dry ingredients and required additives are mixed together to ensure a thorough blending of all materials is achieved.</p> <p>3.4. Sufficient water is introduced to produce a concrete mix to the required consistency.</p> <p>3.5. Concrete mix samples are taken for testing, if required, to check for conformity to specifications.</p> <p>3.6. Concrete is poured to designated levels in a manner to avoid segregation of materials.</p> <p>3.7. Concrete is consolidated using an approved vibration method to industry standard (AS3600) to ensure air pockets are eliminated.</p> |
| 4. Finish concrete                         | <p>4.1. Concrete is screeded to a flat surface to maintain the desired finished level.</p> <p>4.2. Surface is trowelled according to design drawings and specifications.</p> <p>4.3. A Concrete is finished off according to design drawings and specifications.</p>  |
| 5. Check quality of work and clean up site | <p>5.1. Quality of finished works is inspected to ensure the standard of the finished structure or feature is in accordance with design drawings and specifications.</p> <p>5.2. Form work is removed and cleaned in a manner which will allow for re-use of the form work.</p> <p>5.3. All debris is removed and disposed of in a manner that minimises risk to the environment.</p> <p>5.4. All tools and equipment are cleaned and stored according to enterprise guidelines.</p>  |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

#### Required skills

- measure and construct profiles using mathematical techniques



**REQUIRED SKILLS AND KNOWLEDGE**

- establish levels using levelling equipment
- undertake and interpret tests performed on a concrete mix
- place, consolidate and finish concrete
- use literacy skills to read, interpret and follow organisational policies and procedures, follow sequenced written instructions, record accurately and legible information collected and select and apply procedures for a range of tasks
- use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning techniques, active listening, clarifying information and consulting with supervisors as required
- use interpersonal skills to work with and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.

**Required knowledge**

- MPA testing theory and what effects MPA specifications in a concrete mix
- the comparative environmental implications associated with soil removal and the establishment of drainage systems
- industry standards in relation to reinforcing and consolidating concrete.
- sub-base and sub-grade materials and preparation.

**Evidence Guide****EVIDENCE GUIDE**

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

**Overview of assessment****Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following:

- interpret site plans and specifications
- set out and prepare a site for receipt of concrete
- pour, set and finish concrete
- check quality of work and clean up site.

**Context of and specific resources for**

Competency requires the application of work practices

|                       |  |
|-----------------------|--|
| <b>EVIDENCE GUIDE</b> |  |
| <b>assessment</b>     | under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances. |

### Range Statement

|   |  |
|---|--|
| <b>RANGE STATEMENT</b>  |  |
| The range statement relates to the unit of competency as a whole. |  |
| Features may include:   | <ul style="list-style-type: none"> <li>structures including paths, driveways, edgings, footings, floors, steps, walls, fences, pool surrounds, entertaining areas and ornamental garden elements.</li> </ul> |

### Unit Sector(s)

|                    |           |
|--------------------|-----------|
| <b>Unit sector</b> | Landscape |
|--------------------|-----------|

### Co-requisite units

|                           |  |  |
|---------------------------|--|--|
| <b>Co-requisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

### Competency field

|                         |  |
|-------------------------|--|
| <b>Competency field</b> |  |
|-------------------------|--|



## AHCPGD203A Prune shrubs and small trees

### Modification History

Not Applicable

### Unit Descriptor

|                        |   |
|------------------------|---|
| <b>Unit descriptor</b> | This unit covers the process of pruning shrubs and small trees and defines the standard required to: confirm the pruning method; prepare tools and equipment; and prune shrubs and trees to AS 4373-2007 Pruning of amenity trees, as required. |
|------------------------|---|

### Application of the Unit

|                                |   |
|--------------------------------|---|
| <b>Application of the unit</b> | This unit applies to the process of pruning shrubs and small trees while working from the ground. |
|--------------------------------|---|

### Licensing/Regulatory Information

Not Applicable

### Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

### Employability Skills Information

|                             |  |
|-----------------------------|--|
| <b>Employability skills</b> | This unit contains employability skills. |
|-----------------------------|--|

## Elements and Performance Criteria Pre-Content

Not Applicable

## Elements and Performance Criteria

| ELEMENT  | PERFORMANCE CRITERIA   |
|--|--|
| 1. Identify pruning requirements               | 1.1. Occupational Health and Safety (OHS) hazards are identified and safety concerns reported to the supervisor.<br>1.2. Personal protective equipment (PPE) is used according to procedures.<br>1.3. Pruning tools and equipment are appropriate to the location, access and size of material to be pruned.<br>1.4. Plants that require pruning are identified according to the pruning program and directions.<br>1.5. Pruning method to be used is confirmed by the supervisor.   |
| 2. Undertake pruning of shrubs and small trees | 2.1. Pre-operational and safety checks are carried out on pruning tools and equipment according to manufacturer specifications and documented low risk work procedures.<br>2.2. Machinery, equipment and tools are operated according to documented low risk work procedures.<br>2.3. Pruning cuts are implemented according to directions and AS 4373 Pruning of amenity trees.<br>2.4. Correct manual handling techniques are used when lifting or moving heavy loads.<br>2.5. Work outcomes are recorded or reported to the supervisor according to enterprise work procedures. |

## Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

## REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

### Required skills

- recognise plants, shrubs and trees
- operate tools
- adjust fuel levels
- use appropriate tools, equipment and safety equipment
- identify and report site and tree hazards
- participate in teams and contribute to team objectives
- minimise environmental disturbance
- use literacy skills to follow sequenced written instructions and record information accurately and legibly
- use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning, active listening, asking for clarification and seeking advice from supervisor
- use numeracy skills to estimate, calculate and record routine workplace measures
- use interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities.

### Required knowledge

- principles of pruning
- effects of pruning on plant growth and habit
- plant health principles (e.g. CODIT) relevant to pruning
- AS 4373 Pruning of amenity trees
- plant names and growth habits
- basic botany and physiology
- correct and safe use and care of tools and equipment
- understanding of work procedures
- the effect of outdoor climatic conditions on pruning programs and tool selection
- awareness of potential public nature of pruning work
- use of hygienic practices.

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment

| <b>EVIDENCE GUIDE</b>   |  |
|---|--|
| Guidelines for the Training Package.  |  |
| <b>Overview of assessment</b>   |  |
| <b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b> | <p>The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following:</p> <ul style="list-style-type: none"> <li>• confirm the pruning method</li> <li>• prepare tools and equipment</li> <li>• prune shrubs and trees to AS 4373-2007 Pruning of amenity trees, as required.</li> </ul> |
| <b>Context of and specific resources for assessment</b>   | Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.   |

## Range Statement

| <b>RANGE STATEMENT</b>  |   |
|---|---|
| The range statement relates to the unit of competency as a whole. |   |
| Small trees may include:  | <ul style="list-style-type: none"> <li>• trees less than three metres in height.</li> </ul>   |
| Pruning may include:  | <ul style="list-style-type: none"> <li>• modifying the shape, form, vigour, correction or control of growth</li> <li>• prevention of disease or damage</li> <li>• promotion of health</li> <li>• modifying the canopy and fruit and flower production</li> <li>• providing ornamental effects or aesthetic appeal</li> <li>• providing clearance for services, access or cultural practices.</li> </ul> |

**Unit Sector(s)**

|                    |                   |
|--------------------|-------------------|
| <b>Unit sector</b> | Parks and gardens |
|--------------------|-------------------|

**Co-requisite units**

|                           |  |  |
|---------------------------|--|--|
| <b>Co-requisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

**Competency field**

|                         |  |
|-------------------------|--|
| <b>Competency field</b> |  |
|-------------------------|--|



# AHCPGD302A Plan and maintain plant displays

## Modification History

Not Applicable

## Unit Descriptor

|                        |  |
|------------------------|--|
| <b>Unit descriptor</b> | This unit covers the process of planning and establishing plant displays either indoors or as seasonal displays of annual and perennial plants in garden beds and defines the standard required to: select suitable plants for plant display purposes; prepare plans for a plant display; plant or arrange plants for a plant display; maintain a plant display. |
|------------------------|--|

## Application of the Unit

|                                |  |
|--------------------------------|--|
| <b>Application of the unit</b> | This unit applies to the planning and establishment of plant displays. This standard is applied using established routines, methods and procedures and is likely to be undertaken without supervision. Responsibility for the work of others installing and maintaining the displays may be required. Discretion and judgement is required in the selection of equipment, work organisation, services, actions and achieving outcomes within time constraints. |
|--------------------------------|--|

## Licensing/Regulatory Information

Not Applicable

## Pre-Requisites

|                           |  |
|---------------------------|--|
| <b>Prerequisite units</b> |  |
|                           |  |
|                           |  |

## Employability Skills Information

|                             |  |
|-----------------------------|--|
| <b>Employability skills</b> | This unit contains employability skills. |
|-----------------------------|--|

## Elements and Performance Criteria Pre-Content

Not Applicable

## Elements and Performance Criteria

| <b>ELEMENT</b>                      | <b>PERFORMANCE CRITERIA</b>   |
|-------------------------------------|---|
| 1. Prepare plans for plant displays | <p>1.1. Display site is inspected for aesthetic, environmental and physical attributes.</p> <p>1.2. Occupational Health and Safety (OHS) hazards are identified, risks assessed and controls implemented.</p> <p>1.3. Personal Protective Equipment (PPE) is selected, used and maintained according to procedures.</p> <p>1.4. Location and projected life of display are identified on the display plan.</p> <p>1.5. Plant types suitable for aesthetic effects, environmental and physical attributes are identified on the display plan.</p> <p>1.6. Actions, timelines and work organisation are identified on the display plan in consultation with the supervisor or manager.</p> <p>1.7. Availability of plants, materials and services for preparing the display are confirmed.</p> <p>1.8. Materials, tools, equipment and machinery are selected according to the display plan and enterprise work procedures.</p> |
| 2. Select plants                    | <p>2.1. Plants selected are healthy and vigorous and comply with enterprise specifications for quality.</p> <p>2.2. Number and size of plants are selected according to the display plan.</p> <p>2.3. Plants selected display the ability to survive in the</p>   |

| ELEMENT            | PERFORMANCE CRITERIA   |
|--------------------|--|
|                    | display position for the length of the display.  |
| 3. Place plants    | 3.1.Plants are placed in a pattern specified by the plan.<br>3.2.Accessories and materials are chosen as specified in the plan.<br>3.3.Work is undertaken according to OHS requirements.   |
| 4. Maintain plants | 4.1.Health of the plants is monitored to ensure retain optimum appearance.<br>4.2.Plants are fertilised and watered to maintain optimum health and appearance.<br>4.3.Plants are replaced when no longer at optimum health and appearance.<br>4.4.Rubbish, litter and decaying material are removed from plants, pots and surrounds to maintain optimum appearance of display. |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

#### Required skills

- communicate with work team members, supervisors, suppliers and customers
- prepare design plans and specifications
- calculate number of plants and materials
- determine spatial measurements of display site
- co-ordinate own activities sequentially
- effectively complete plant display in a timely manner
- use literacy skills to read, interpret and follow organisational policies and procedures, follow sequenced written instructions, record accurately and legible information collected and select and apply procedures for a range of tasks
- use interpersonal skills to work with and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.

#### Required knowledge

- aim and purpose of building plant displays
- design principles for plant displays
- features and characteristics of a range of plants used for display purposes

**REQUIRED SKILLS AND KNOWLEDGE**

- growing requirements of a range of common plants used in plant displays
- common problems occurring with display plants
- remedial action required for display plants displaying health problems.

**Evidence Guide****EVIDENCE GUIDE**

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

**Overview of assessment****Critical aspects for assessment and evidence required to demonstrate competency in this unit**

The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following:

- select suitable plants for plant display purposes
- prepare plans for a plant display
- plant or arrange plants for a plant display
- maintain a plant display.

**Context of and specific resources for assessment**

Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

**Range Statement****RANGE STATEMENT**

The range statement relates to the unit of competency as a whole.

Plant displays may include:

- displays for functions
- annual bedding displays
- herbaceous perennial displays

|                        |   |
|------------------------|---|
| <b>RANGE STATEMENT</b> |   |
|                        | <ul style="list-style-type: none"> <li>indoor presentations.</li> </ul> |

**Unit Sector(s)**

|                    |                   |
|--------------------|-------------------|
| <b>Unit sector</b> | Parks and gardens |
|--------------------|-------------------|

**Co-requisite units**

|                           |  |  |
|---------------------------|--|--|
| <b>Co-requisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

**Competency field**

|                         |  |
|-------------------------|--|
| <b>Competency field</b> |  |
|-------------------------|--|

## BSBADM502 Manage meetings

### Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

### Application

This unit describes the skills and knowledge required to manage a range of meetings including overseeing the meeting preparation processes, chairing meetings, organising the minutes and reporting meeting outcomes.

It applies to individuals employed in a range of work environments who are required to organise and manage meetings within their workplace, including conducting or managing administrative tasks in providing agendas and meeting material. They may work as senior administrative staff or may be individuals with responsibility for conducting and chairing meetings in the workplace.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Administration – General Administration

### Elements and Performance Criteria

| ELEMENT  | PERFORMANCE CRITERIA   |
|--|--|
| <i>Elements describe the essential outcomes.</i> | <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>   |
| 1 Prepare for meetings                           | 1.1 Develop agenda in line with stated meeting purpose<br>1.2 Ensure style and structure of meeting are appropriate to its purpose<br>1.3 Identify meeting participants and notify them in accordance with organisational procedures |

| ELEMENT              | PERFORMANCE CRITERIA  |
|----------------------|---|
|                      | 1.4 Confirm meeting arrangements in accordance with requirements of meeting<br>1.5 Despatch meeting papers to participants within designated timelines  |
| 2 Conduct meetings   | 2.1 Chair meetings in accordance with organisational requirements, agreed conventions for type of meeting and legal and ethical requirements<br>2.2 Conduct meetings to ensure they are focused, time efficient and achieve the required outcomes<br>2.3 Ensure meeting facilitation enables participation, discussion, problem-solving and resolution of issues<br>2.4 Brief minute-taker on method for recording meeting notes in accordance with organisational requirements and conventions for type of meeting |
| 3 Follow up meetings | 3.1 Check transcribed meeting notes to ensure they reflect a true and accurate record of the meeting and are formatted in accordance with organisational procedures and meeting conventions<br>3.2 Distribute and store minutes and other follow-up documentation within designated timelines, and according to organisational requirements<br>3.3 Report outcomes of meetings as required, within designated timelines   |

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill   | Performance Criteria    | Description   |
|---------|-------------------------|---|
| Reading | 1.1, 1.2, 1.4, 3.1, 3.2 | <ul style="list-style-type: none"> <li>Identifies and interprets information from complex texts including legislation, organisational policies and procedures</li> <li>Compares final output with original notes to check for accuracy</li> </ul> |
| Writing | 1.1-1.5, 3.2, 3.3       | <ul style="list-style-type: none"> <li>Addresses the context, purpose and audience when generating a range of texts</li> <li>Prepares complex texts from notes using appropriate</li> </ul>   |

|                            |  |  |
|----------------------------|--|--|
|                            |  | <p>structure, and accurate spelling, grammar and punctuation</p> <ul style="list-style-type: none"> <li>Records notes of meeting proceedings according to organisational requirements</li> <li>Edits and corrects own work to ensure accuracy</li> </ul>   |
| Oral Communication         | 2.1-2.4  | <ul style="list-style-type: none"> <li>Participates in verbal exchanges using appropriate style, tone and vocabulary for audience, context and purpose</li> <li>Listens for specific information during meetings</li> <li>Asks questions and listens to responses to clarify understanding</li> </ul>          |
| Numeracy                   | 1.4, 1.5, 3.2, 3.3                               | <ul style="list-style-type: none"> <li>Recognises and interprets numerical information related to timeframes and budgets</li> </ul>  |
| Navigate the world of work | 1.3, 2.1, 2.4, 3.1, 3.2                          | <ul style="list-style-type: none"> <li>Recognises and responds to both explicit and implicit organisational procedures and protocols and legislative/regulatory requirements</li> </ul>  |
| Interact with others       | 1.3, 1.5, 2.3, 3.2                               | <ul style="list-style-type: none"> <li>Selects the appropriate form, channel and mode of communication for a specific purpose relevant to own role</li> <li>Cooperates with others as part of familiar activities, playing an active role in facilitating group interaction</li> </ul>                         |
| Get the work done          | 1.1, 1.3, 1.4, 1.5, 2.1, 2.2, 2.4, 3.1, 3.2, 3.3 | <ul style="list-style-type: none"> <li>Applies formal processes when planning complex tasks, producing plans with logically sequenced steps, reflecting an awareness of time constraints</li> <li>Recognises and takes responsibility for addressing predictable problems in familiar work contexts</li> </ul> |

## Unit Mapping Information

| Code and title current version | Code and title previous version | Comments  | Equivalence status |
|--------------------------------|---------------------------------|---|--------------------|
| BSBADM502<br>Manage meetings   | BSBADM502B<br>Manage meetings   | Updated to meet Standards for Training Packages | Equivalent unit    |

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>





## Assessment Requirements for BSBADM502 Manage meetings

### Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

### Performance Evidence

Evidence of the ability to:

- apply conventions and procedures for formal and informal meetings including:
  - developing and distributing agendas and papers
  - identifying and inviting meeting participants
  - organising and confirming meeting arrangements
  - running the meeting and following up
- organise, take part in and chair a meeting
- record and store meeting documentation
- follow organisational policies and procedures.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

### Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline meeting terminology, structures, arrangements
- outline responsibilities of the chairperson and explain group dynamics in relation to managing meetings
- describe options for meetings including face-to-face, teleconferencing, web-conferencing and using webcams
- identify the relevant organisational procedures and policies regarding meetings, chairing and minutes including identifying organisational formats for minutes and agendas.

### Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the general administration field of work and include access to:

- reference material in regard to meeting venues and technology, catering and transport suppliers
- organisational policies and procedures for managing meetings
- office supplies and equipment
- computers and relevant software
- case studies and, where possible, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

## BSBCMM201 Communicate in the workplace

### Modification History

| Release   | Comments  |
|-----------|---|
| Release 1 | This version first released with BSB Business Services Training Package version 1.0 |

### Application

This unit describes the skills and knowledge required to communicate in the workplace including gathering, conveying and receiving information and completing routine written correspondence.

It applies to individuals who perform a range of routine workplace communication tasks using a limited range of practical skills and fundamental knowledge of effective listening, questioning and non-verbal communication in a defined context under direct supervision or with limited individual responsibility.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Communication – Interpersonal Communication

### Elements and Performance Criteria

| ELEMENT  | PERFORMANCE CRITERIA   |
|--|--|
| <i>Elements describe the essential outcomes.</i>   | <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>   |
| 1 Gather, convey and receive information and ideas | 1.1 Collect information to achieve work responsibilities from appropriate sources<br>1.2 Use method/s and/or equipment to communicate appropriate ideas and information to the audience<br>1.3 Use effective listening and speaking skills in verbal communication |

| ELEMENT   | PERFORMANCE CRITERIA   |
|---|--|
|   | <p>1.4 Seek input from internal and external sources to develop and refine new ideas and approaches</p> <p>1.5 Respond to instructions or enquiries promptly and in accordance with organisational requirements</p>  |
| 2 Complete workplace documentation and correspondence                     | <p>2.1 Present written information and ideas in clear and concise language to ensure the intended meaning of correspondence is understood by the recipient</p> <p>2.2 Draft and present correspondence within designated time lines</p> <p>2.3 Ensure presentation of written information meets organisational standards of style, format and accuracy</p> <p>2.4 Complete workplace forms and documentation in a clear, concise and easy to read format</p>   |
| 3 Communicate in a way that responds positively to individual differences | <p>3.1 Value all individuals and treat them with respect, courtesy and sensitivity</p> <p>3.2 Take into consideration cultural differences in all verbal and non-verbal communication</p> <p>3.3 Use communication to develop and maintain positive relationships, mutual trust and confidence</p> <p>3.4 Make efforts to use basic strategies to overcome language barriers</p> <p>3.5 Ensure that behaviour is consistent with legislative requirements, enterprise guidelines and/or social protocols</p> |

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill    | Performance Criteria    | Description   |
|----------|-------------------------|---|
| Learning | 1.4                     | <ul style="list-style-type: none"> <li>Seeks advice from others to implement strategies to improve knowledge or skills</li> </ul>                               |
| Reading  | 1.1, 1.4, 1.5, 2.3, 2.4 | <ul style="list-style-type: none"> <li>Reviews textual information to identify and interpret communication requirements and organisational standards</li> </ul> |
| Writing  | 1.2, 1.5, 2.1, 2.2,     | <ul style="list-style-type: none"> <li>Develops simple written texts using appropriate grammar, spelling and punctuation in accordance with</li> </ul>          |

|                            |                                   |  |
|----------------------------|-----------------------------------|--|
|                            | 2.3, 2.4                          | <p>organisational formats</p> <ul style="list-style-type: none"> <li>• Completes workplace forms and texts in accordance with organisational conventions and legislative requirements.</li> </ul>  |
| Oral Communication         | 1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.4 | <ul style="list-style-type: none"> <li>• Explains ideas and requirements clearly and listens carefully to verbal instructions and discussions</li> <li>• Asks questions to confirm understanding</li> </ul>  |
| Navigate the world of work | 1.5, 2.3, 3.5                     | <ul style="list-style-type: none"> <li>• Understands responsibilities of role and complies with legislative, regulatory and organisational requirements</li> </ul>   |
| Interact with others       | 1.2, 1.4, 1.5, 3.1, 3.2, 3.3, 3.4 | <ul style="list-style-type: none"> <li>• Recognises common cultural and other differences of people in the work context and makes adjustments to accommodate the differences</li> <li>• Follows accepted communication practices and protocols to assist in building and maintaining positive working relationships</li> </ul> |
| Get the work done          | 1.1, 1.2, 1.4, 1.5, 2.1-2.4       | <ul style="list-style-type: none"> <li>• Plans and implements routine tasks and workload making limited decisions on sequencing, timing and collaboration, seeking assistance in setting priorities</li> <li>• Uses digital technology to find, record or communicate basic information</li> </ul>                             |

## Unit Mapping Information

| Code and title<br>current version         | Code and title<br>previous version         | Comments  | Equivalence status |
|---|--|---|--------------------|
| BSBCMM201<br>Communicate in the workplace | BSBCMM201A<br>Communicate in the workplace | Updated to meet Standards for Training Packages | Equivalent unit    |

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

# Assessment Requirements for BSBCMM201 Communicate in the workplace

## Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with Business Services Training Package Version 1.0. |

## Performance Evidence

Evidence of the ability to:

- communicate information and ideas verbally and non-verbally, taking cultural differences and language barriers into consideration
- produce written material, used routinely in day to day work, which is clear, concise and effectively convey the intended meaning to the recipient
- complete workplace forms
- use style, format and level of accuracy appropriate to the type of written material
- provide prompt responses to requests for information in accordance with organisational requirements.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify any organisational policies, plans and procedures which detail organisation's standards or protocols for workplace communication
- describe different communication styles
- outline barriers to communication.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced by individuals using interpersonal communication skills in the workplace and include access to:

- office equipment
- business resources

- workplace policies and procedures relating to communication
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>



## BSBCMM401 Make a presentation

### Modification History

| Release   | Comments  |
|-----------|---|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0 |

### Application

This unit covers the skills and knowledge required to prepare, deliver and review a presentation to a target audience.

This unit applies to individuals who may be expected to make presentations for a range of purposes, such as marketing, training and promotions. They contribute well developed communication skills in presenting a range of concepts and ideas.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Communication – Interpersonal Communication

### Elements and Performance Criteria

| ELEMENT  | PERFORMANCE CRITERIA  |
|--|---|
| <i>Elements describe the essential outcomes.</i> | <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>  |
| 1 Prepare a presentation                         | <p>1.1 Plan and document presentation approach and intended outcomes</p> <p>1.2 Choose presentation strategies, format and delivery methods that match the characteristics of the target audience, location, resources and personnel needed</p> <p>1.3 Select presentation aids, materials and techniques that suit the format and purpose of the presentation, and will enhance audience understanding of key concepts and central ideas</p> |

| <b>ELEMENT</b>            | <b>PERFORMANCE CRITERIA</b>  |
|---------------------------|--|
|                           | <p>1.4 Brief others involved in the presentation on their roles/responsibilities within the presentation</p> <p>1.5 Select techniques to evaluate presentation effectiveness</p>   |
| 2 Deliver a presentation  | <p>2.1 Explain and discuss desired outcomes of the presentation with the target audience</p> <p>2.2 Use presentation aids, materials and examples to support target audience understanding of key concepts and central ideas</p> <p>2.3 Monitor non-verbal and verbal communication of participants to promote attainment of presentation outcomes</p> <p>2.4 Use persuasive communication techniques to secure audience interest</p> <p>2.5 Provide opportunities for participants to seek clarification on central ideas and concepts, and adjust the presentation to meet participant needs and preferences</p> <p>2.6 Summarise key concepts and ideas at strategic points to facilitate participant understanding</p> |
| 3 Review the presentation | <p>3.1 Implement techniques to review the effectiveness of the presentation</p> <p>3.2 Seek and discuss reactions to the presentation from participants or from key personnel involved in the presentation</p> <p>3.3 Utilise feedback from the audience or from key personnel involved in the presentation to make changes to central ideas presented</p>   |

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| <b>Skill</b> | <b>Performance Criteria</b> | <b>Description</b>   |
|--------------|-----------------------------|--|
| Reading      | 1.1, 1.2, 1.3, 2.2          | <ul style="list-style-type: none"> <li>Reviews and analyses documents to identify information relevant to a specific presentation</li> </ul>       |
| Writing      | 1.1, 3.3                    | <ul style="list-style-type: none"> <li>Develops material to convey ideas and information to target audience in an engaging way</li> </ul>          |
| Oral         | 1.4, 2.1, 2.2, 2.3,         | <ul style="list-style-type: none"> <li>Presents information using words and non-verbal features appropriate to the audience and context</li> </ul> |

|                      |                                   |   |
|----------------------|-----------------------------------|---|
| Communication        | 2.4, 2.5, 2.6, 3.2                | <ul style="list-style-type: none"> <li>• Uses listening and questioning techniques to gather information required to develop or modify presentations</li> <li>• Interprets audience reactions and changes words or non-verbal features accordingly</li> </ul>   |
| Interact with others | 1.4, 2.1, 2.2, 2.4, 2.5, 2.6, 3.2 | <ul style="list-style-type: none"> <li>• Selects and uses appropriate conventions and protocols to encourage interaction or to present information</li> <li>• Demonstrates sophisticated control over oral, visual and written formats, drawing on a range of communication practices to achieve goals</li> <li>• Recognises the need to alter personal communication style in response to the needs or expectations of others</li> </ul> |
| Get the work done    | 1.1-1.5, 2.2, 2.5, 3.1-3.3        | <ul style="list-style-type: none"> <li>• Takes responsibility for planning, sequencing and prioritising tasks and own workload to achieve outcomes</li> <li>• Uses feedback from others, analytical and lateral thinking to review current practices and develop new ideas</li> <li>• Uses the main features and functions of digital tools to complete work tasks</li> </ul>   |

## Unit Mapping Information

| Code and title<br>current version | Code and title<br>previous version | Comments  | Equivalence status |
|-----------------------------------|------------------------------------|---|--------------------|
| BSBCMM401 Make a presentation     | BSBCMM401A Make a presentation     | Updated to meet Standards for Training Packages | Equivalent unit    |

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

# Assessment Requirements for BSBCMM401 Make a presentation

## Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

## Performance Evidence

Evidence of the ability to:

- prepare and deliver presentations related to occupation or area of interest which demonstrate the use of:
  - effective presentation strategies and communication principles
  - aids and materials to support the presentation
- select and implement methods to review the effectiveness of own presentation and document any changes which would improve future presentations.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify information collection methods that will support review and feedback of presentations
- identify regulatory and organisational obligations and requirements relevant to presentations
- describe the principles of effective communication
- describe the range of presentation aids and materials available to support presentations.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced by individuals using interpersonal communication skills in the workplace and include access to:

- equipment, materials and business software packages for making a presentation
- business technology
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

## BSBDIV501 Manage diversity in the workplace

### Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

### Application

This unit describes the skills and knowledge required to manage diversity in the workplace. It covers implementing the organisation's diversity policy, fostering diversity within the work team and promoting the benefits of a diverse workplace.

It applies to individuals who direct the work of others in teams of variable sizes. They may work with staff from different cultures, races, religions, generations, or other forms of difference in any industry context.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Management and leadership – diversity

### Elements and Performance Criteria

| ELEMENT  | PERFORMANCE CRITERIA  |
|--|---|
| <i>Elements describe the essential outcomes.</i> | <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>  |
| 1 Implement diversity policy                     | 1.1 Locate and review diversity policy<br>1.2 Determine its application to the specific work context<br>1.3 Institute actions to ensure that the diversity policy is understood and implemented by relevant parties<br>1.4 Provide feedback and suggestions for improvement to ensure currency and efficacy of diversity policy |

| ELEMENT   | PERFORMANCE CRITERIA  |
|---|---|
| 2 Foster respect for diversity in the work team | <p>2.1 Address own prejudices and demonstrate respect for difference in personal interactions</p> <p>2.2 Aim for diversity in selecting and recruiting staff</p> <p>2.3 Identify and address training needs to address issues of difference in the team</p> <p>2.4 Manage tensions and encourage collaboration and respect between staff who struggle to work effectively with difference</p> <p>2.5 Assist staff to see that working effectively with difference is a strength that can improve the organisation's products, services and customer relations</p> <p>2.6 Manage allegations of harassment and address complaints according to established organisational procedures</p> |
| 3 Promote the benefits of diversity             | <p>3.1 Promote the organisation's workforce diversity in internal and external forums to enhance the company's image and reputation</p> <p>3.2 Capture ideas and information from the diversity in the workforce to enhance products and services and contribute to competitive advantage</p> <p>3.3 Support organisational efforts to value diversity</p>  |

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill              | Performance Criteria                   | Description   |
|--------------------|--|---|
| Reading            | 1.1, 1.2, 2.3, 2.5, 2.6, 3.1, 3.2      | <ul style="list-style-type: none"> <li>Identifies, analyses and evaluates complex texts to determine particular diversity requirements</li> </ul>   |
| Writing            | 1.2, 1.3, 1.4, 2.3, 2.5, 2.6, 3.1, 3.2 | <ul style="list-style-type: none"> <li>Collates ideas and information from various sources</li> <li>Prepares factual and informative documentation to suit purpose and audience</li> <li>Records investigation findings according to organisational and legislative requirements</li> </ul> |
| Oral Communication | 1.3, 1.4, 2.3, 2.5, 3.1, 3.2           | <ul style="list-style-type: none"> <li>Presents information and opinions using language and non-verbal features appropriate to audience</li> <li>Participates in discussions using listening and questioning to elicit the views of others and to clarify</li> </ul>                        |

|                            |                                  |   |
|----------------------------|----------------------------------|---|
|                            |                                  | or confirm understanding  |
| Navigate the world of work | 1.1, 1.3, 1.4, 2.6               | <ul style="list-style-type: none"> <li>• Takes full responsibility for following policies, procedures and legislative requirements</li> <li>• Seeks to improve policies and procedures to better meet organisational goals</li> </ul>   |
| Interact with others       | 1.3, 1.4, 2.1, 2.3-2.6, 3.2, 3.3 | <ul style="list-style-type: none"> <li>• Selects, implements and seeks to improve protocols governing communications to clients and co-workers in a range of work contexts</li> <li>• Collaborates with others to achieve shared goals</li> <li>• Interacts effectively with people from diverse backgrounds</li> <li>• Manages conflict in the workplace through the recognition of contributing factors and by implementing strategies to resolve conflict</li> </ul> |
| Get the work done          | 1.2, 1.4, 2.2-2.6, 3.1-3.3       | <ul style="list-style-type: none"> <li>• Accepts responsibility for planning and sequencing complex tasks and workload, negotiating key aspects with others</li> <li>• Uses analytical skills to decide on appropriate application of diversity policy in a range of complex situations</li> <li>• Investigates new and innovative ideas as a means to continuously improve work practices and processes</li> </ul>   |

## Unit Mapping Information

| Code and title<br>current version           | Code and title<br>previous version           | Comments  | Equivalence status |
|---|--|---|--------------------|
| BSBDIV501 Manage diversity in the workplace | BSBDIV501A Manage diversity in the workplace | Updated to meet Standards for Training Packages | Equivalent unit    |

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>



# Assessment Requirements for BSBDIV501 Manage diversity in the workplace

## Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

## Performance Evidence

Evidence of the ability to:

- demonstrate the application of diversity policy in a work context
- critically review a diversity policy
- implement strategies to ensure that diversity is understood and respected in the work team
- demonstrate compliance with procedures for handling complaints or harassment allegations
- promote the benefits of diversity to others.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline formal and informal complaints procedures
- identify and outline key features of relevant current legislation regarding:
  - age discrimination
  - disability discrimination
  - racial discrimination
  - sex discrimination
  - human rights
  - equal opportunity.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the workforce development – diversity field of work and include access to:

- legislation, regulations and codes of practice for managing diversity
- workplace diversity policies and procedures
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

## BSBEBU501 Investigate and design e-business solutions

### Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

### Application

This unit describes the skills and knowledge required to evaluate e-business models and strategies, as well as incorporate the results of these evaluations into the design of an e-business solution.

It applies to individuals who possess skills and knowledge in a specialist business area, as well as knowledge of software and other technologies. They apply these skills and knowledge in the evaluation, selection and implementation of new strategies for business, which incorporate e-business solutions. They may be responsible for overseeing these tasks along with technical or other knowledge experts.

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

### Unit Sector

Information and Communications Technology – E-Business

### Elements and Performance Criteria

| ELEMENT  | PERFORMANCE CRITERIA   |
|--|--|
| <i>Elements describe the essential outcomes.</i> | <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>   |
| 1 Investigate e-business opportunities           | 1.1 Undertake a competitive analysis to determine the likely impact new capabilities will have on industry sectors and competitors<br>1.2 Complete and assess value chain analysis to identify processes |

| ELEMENT                            | PERFORMANCE CRITERIA  |
|------------------------------------|---|
|                                    | <p>and relationships that may benefit from the adoption of e-business solutions</p> <p>1.3 Identify threats and opportunities to e-business implementation and evaluate potential contributions to the business</p> <p>1.4 Conduct resource analysis to identify cost and revenue implications in developing opportunities</p> <p>1.5 Identify and evaluate legal and ethical issues relating to e-business opportunities</p>   |
| 2 Evaluate e-business models       | <p>2.1 Identify and analyse business-to-business, business-to-consumer, intra-organisational e-business applications and e-business models</p> <p>2.2 Rank compatible e-business models in terms of their strengths and weaknesses, considering resourcing, technical and security requirements of each</p> <p>2.3 Assess cost implications of implementation of e-business models</p> <p>2.4 Determine an e-business model most appropriate in relation to business plan</p>   |
| 3 Design an e-business             | <p>3.1 Formulate purpose, objectives and values for the e-business</p> <p>3.2 Identify target market, and value chain structure in accordance with chosen e-business model</p> <p>3.3 Identify and obtain technical needs and expertise required to implement e-business model</p> <p>3.4 Investigate and develop plan to address culture change issues to manage transition to an e-business</p>   |
| 4 Implement an e-business strategy | <p>4.1 Develop policies and guidelines to support customers, supply chain and staff to ensure successful implementation</p> <p>4.2 Monitor performance of business goals and adjust policies and procedures to respond to changing needs of customers, staff and supply chain</p> <p>4.3 Review e-business systems and models, seeking feedback from users and personnel responsible for e-business implementation</p> <p>4.4 Incorporate evaluation results and feedback to improve future e-business strategies</p> |

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill                      | Performance Criteria               | Description  |
|----------------------------|------------------------------------|--|
| Reading                    | 1.1-1.5, 2.1-2.4, 3.2-3.4, 4.1-4.4 | <ul style="list-style-type: none"> <li>Interprets a range of textual information to evaluate opportunities, possible exemplars and technical considerations</li> </ul>   |
| Writing                    | 1.1-1.5, 2.1-2.4, 3.1-3.4, 4.1-4.4 | <ul style="list-style-type: none"> <li>Takes personal notes and develops workplace documentation that clarifies complex ideas using language and structure to suit context and audience</li> </ul>   |
| Oral Communication         | 3.3, 4.3                           | <ul style="list-style-type: none"> <li>Articulates information clearly using language and tone appropriate to audience and environment</li> <li>Uses active listening and questioning techniques to receive feedback and confirm understanding</li> </ul>  |
| Numeracy                   | 1.4, 2.2, 2.3                      | <ul style="list-style-type: none"> <li>Analyses numerical information to determine resources required for job</li> </ul>   |
| Navigate the world of work | 1.1-1.5, 2.1-2.4, 3.1-3.4, 4.1-4.4 | <ul style="list-style-type: none"> <li>Develops and reviews organisational procedures to achieve broader workplace goals</li> <li>Monitors adherence to organisational procedures and legislative requirements</li> </ul>  |
| Interact with others       | 3.3, 4.3                           | <ul style="list-style-type: none"> <li>Selects and uses appropriate conventions and protocols when communicating with others in a range of work contexts</li> </ul>  |
| Get the work done          | 1.5, 2.1-2.4, 3.1-3.4, 4.1-4.4     | <ul style="list-style-type: none"> <li>Takes responsibility for developing and implementing organisational processes that comply with legislative requirements and achieve required outcomes</li> <li>Systematically gathers and analyses all relevant information and evaluates options to solve problems or make decisions</li> <li>Considers the effectiveness of a solution in terms of how well it met stated goals, and seeks to make improvements</li> <li>Investigates new and innovative ideas as a means to continuously improve work practices and processes</li> <li>Uses digital technologies and systems safely, legally and ethically to access, store and share information</li> </ul> |

## Unit Mapping Information

| <b>Code and title<br/>current version</b>                      | <b>Code and title<br/>previous version</b>                   | <b>Comments</b>                                       | <b>Equivalence status</b> |
|--|--|---|---------------------------|
| BSBEBU501<br>Investigate and<br>design e-business<br>solutions | BSBEBU501A<br>Investigate and design<br>e-business solutions | Updated to meet<br>Standards for<br>Training Packages | Equivalent unit           |

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

# Assessment Requirements for BSBEBU501 Investigate and design e-business solutions

## Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

## Performance Evidence

Evidence of the ability to:

- analyse and evaluate e-business opportunities involving new business models and not simply electronic versions of existing businesses
- provide supporting evidence for choice of e-business solution
- implement, monitor and evaluate an e-business solution.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain the role of a value chain analysis when assessing potential e-business solutions
- identify relevant legislation, regulations, standards and codes of practice that may affect the implementation of the e-business solution
- list key features of a range of e-business models
- outline the policies and guidelines relating to the implementation of the e-business solution.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the information and communications technology – e-business field of work and include access to:

- office equipment and materials
- documentation relating to analysis and implementation
- relevant legislation, regulations and codes of practice.

Assessors must satisfy NVR/AQTF assessor requirements.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>



## BSBEU502 Implement e-business solutions

### Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

### Application

This unit describes the performance outcomes, skills and knowledge required to implement e-business solutions, including establishing the initial requirements and developing systems for implementation, and to support ongoing monitoring and review.

It applies to individuals who possess skills and knowledge in a specialist business area, as well as knowledge of software and other technologies. They apply these skills and knowledge in the implementation of e-business solutions. They may be responsible for overseeing these tasks along with technical or other knowledge experts.

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

### Unit Sector

Information and Communications Technology – E-Business

### Elements and Performance Criteria

| ELEMENT  | PERFORMANCE CRITERIA  |
|--|---|
| <i>Elements describe the essential outcomes.</i> | <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>  |
| 1 Set up e-business solution                     | 1.1 Identify legislative and organisational requirements in consultation with relevant personnel<br>1.2 Evaluate security issues and rank them for acceptable risk<br>1.3 Evaluate the costs and technology requirements associated with e-business solution in relation to organisational requirements<br>1.4 Confirm technology and standards required for implementation |

| ELEMENT                                  | PERFORMANCE CRITERIA   |
|--|--|
|  | with relevant personnel<br>1.5 Prepare budget for implementation of solution   |
| 2 Implement e-business solution          | 2.1 Delegate responsibility for solution in accordance with organisational policy, procedures and structures<br>2.2 Develop procedures for solution in accordance with organisational and other business requirements<br>2.3 Provide training for implementation of solution in accordance with organisational requirements<br>2.4 Develop security procedures and protocols in accordance with organisational requirements<br>2.5 Maintain records relating to solution in accordance with legal, ethical and accounting requirements |
| 3 Monitor and review e-business solution | 3.1 Monitor outcomes and processes in accordance with implementation strategy and established performance monitoring and reporting requirements<br>3.2 Use business data and reports to compare plans, budgets, timelines and forecasts relating to actual performance<br>3.3 Obtain feedback from users and personnel responsible for implementation, and make recommendations to improve future e-business strategies  |

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill    | Performance Criteria        | Description  |
|----------|-----------------------------|--|
| Learning | 2.3                         | <ul style="list-style-type: none"> <li>Provides training to extend relevant personnel's understanding</li> </ul>   |
| Reading  | 1.2, 1.3, 1.5, 2.1, 3.1-3.3 | <ul style="list-style-type: none"> <li>Interprets a range of textual information to establish job requirements and implement solutions</li> </ul>  |
| Writing  | 1.1-1.5, 2.1-2.5, 3.1-3.3   | <ul style="list-style-type: none"> <li>Takes personal notes and develops workplace documentation that clarifies complex ideas using relevant language and structure appropriate to context and audience</li> </ul> |

|                            |                             |   |
|----------------------------|-----------------------------|---|
| Oral Communication         | 1.1, 1.4, 2.1, 2.3, 3.3     | <ul style="list-style-type: none"> <li>• Articulates information clearly using language, syntax and tone appropriate to audience and environment</li> <li>• Uses active listening and questioning techniques to receive feedback and confirm understanding</li> </ul>   |
| Numeracy                   | 1.3, 1.5, 3.2               | <ul style="list-style-type: none"> <li>• Interprets numerical information to evaluate costs and prepare budgets and timelines</li> </ul>  |
| Navigate the world of work | 1.1, 1.3, 1.4, 2.1-2.5, 3.1 | <ul style="list-style-type: none"> <li>• Develops and reviews organisational procedures to achieve broader workplace goals</li> <li>• Monitors adherence to organisational procedures and legislative requirements</li> </ul>   |
| Interact with others       | 1.1, 1.4, 2.1, 2.3, 3.3     | <ul style="list-style-type: none"> <li>• Selects and uses appropriate conventions and protocols when communicating with others in a range of work contexts</li> </ul>   |
| Get the work done          | 1.1-1.5, 2.1, 2.4, 3.1-3.3  | <ul style="list-style-type: none"> <li>• Takes responsibility for developing, implementing and monitoring organisational processes to achieve required outcomes</li> <li>• Plans and implements tasks required to achieve organisational requirements</li> <li>• Systematically gathers and analyses all relevant information and evaluates options to solve problems or make decisions</li> <li>• Considers the effectiveness of a solution in terms of how well it met stated goals, and seeks to make improvements</li> <li>• Identifies digital systems, devices and applications with potential to meet current and/or future needs, including the need for data security</li> </ul> |

## Unit Mapping Information

| Code and title<br>current version              | Code and title<br>previous version              | Comments  | Equivalence status |
|--|---|---|--------------------|
| BSBEBU502<br>Implement<br>e-business solutions | BSBEBU502A<br>Implement e-business<br>solutions | Updated to meet<br>Standards for<br>Training Packages | Equivalent unit    |

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>



# Assessment Requirements for BSBEU502 Implement e-business solutions

## Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

## Performance Evidence

Evidence of the ability to:

- document processes and procedures for implementation of an e-business solution
- develop, implement and review an e-business solution.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- briefly describe the key technology requirements for the e-business solution
- identify key provisions of relevant legislation, regulations, standards and codes of practice that may affect implementation of e-business solutions
- outline organisational policies and procedures relating to the e-business solution.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the information and communications technology – e-business field of work and include access to:

- office equipment and materials
- relevant legislation, regulations and codes of practice.
- documentation to support analysis of organisational requirements for the e-business solution.

Assessors must satisfy NVR/AQTF assessor requirements.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

## BSBFIA301 Maintain financial records

### Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

### Application

This unit describes the skills and knowledge required to maintain daily financial records such as reconciling debtors' and creditors' systems, preparing and maintaining a general ledger and trial balance and includes activities associated with monitoring cash control for accounting purposes.

It applies to individuals who are skilled operators and apply a broad range of competencies in various work contexts and may exercise discretion and judgement using appropriate theoretical knowledge of financial records.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Finance – Financial Administration

### Elements and Performance Criteria

| ELEMENT  | PERFORMANCE CRITERIA  |
|--|---|
| <i>Elements describe the essential outcomes.</i> | <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>  |
| 1 Maintain daily financial records               | <p>1.1 Correctly maintain daily financial records in accordance with organisational and legislative requirements for accounting purposes</p> <p>1.2 Identify and rectify or refer discrepancies or errors in documentation or transactions to designated persons in accordance with organisational and legislative requirements</p> |

| ELEMENT                   | PERFORMANCE CRITERIA   |
|---------------------------|--|
|                           | 1.3 Accurately credit and debit transactions and promptly enter into journals in accordance with organisational and legislative requirements   |
| 2 Maintain general ledger | 2.1 Maintain general ledger in accordance with organisational and legislative requirements<br>2.2 Post transactions into general ledger in accordance with organisational and legislative reporting requirements<br>2.3 Reconcile systems for accounts payable and receivable with general ledger<br>2.4 Accurately prepare trial balance from general ledger in accordance with organisational and legislative requirements |
| 3 Monitor cash control    | 3.1 Ensure cash flow is accurately accounted for in accordance with organisational and legislative requirements<br>3.2 Make and receive payments in accordance with organisational and legislative requirements<br>3.3 Collect or follow up outstanding accounts within designated timelines<br>3.4 Check payment documentation for accuracy of information and despatch to creditors within designated timeline             |

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill   | Performance Criteria      | Description   |
|---------|---------------------------|---|
| Reading | 1.1-1.3, 2.1-2.4, 3.1-3.4 | <ul style="list-style-type: none"> <li>Recognises and interprets numerical and textual information to determine and complete required activities</li> </ul>   |
| Writing | 1.3, 2.1-2.4, 3.1-3.4     | <ul style="list-style-type: none"> <li>Integrates data from different sources and records numerical information in a format appropriate to context and purpose of material</li> <li>Prepares clear and detailed information and instructions using format, structure and tone suitable to audience</li> </ul> |
| Oral    | 1.2, 3.2, 3.3             | <ul style="list-style-type: none"> <li>Explains financial issues and requirements clearly, using facts and examples, and uses listening and</li> </ul>  |



|                            |                           |  |
|----------------------------|---------------------------|--|
| Communication              |                           | questioning techniques to obtain sequenced instructions  |
| Numeracy                   | 1.1-1.3, 2.1-2.4, 3.1-3.4 | <ul style="list-style-type: none"> <li>Uses a limited range of mathematical calculations to reconcile amounts using whole numbers and decimals and arrange/compare numerical information</li> </ul>  |
| Navigate the world of work | 1.1-1.3, 2.1-2.4, 3.1-3.3 | <ul style="list-style-type: none"> <li>Recognises, understands and monitors adherence to legislative and organisational requirements in undertaking own work</li> </ul>  |
| Interact with others       | 3.3, 3.4                  | <ul style="list-style-type: none"> <li>Understands the importance of using appropriate practices and protocols when handling confidential information</li> </ul>   |
| Get the work done          | 1.1-1.3, 2.1-2.4, 3.1-3.4 | <ul style="list-style-type: none"> <li>Takes responsibility for own workload and monitors adherence to specified goals and timelines</li> <li>Uses digital technologies to access, record, store, organise and compile data as required</li> </ul> |

## Unit Mapping Information

| Code and title<br>current version       | Code and title<br>previous version       | Comments   | Equivalence status |
|---|--|--|--------------------|
| BSBFIA301<br>Maintain financial records | BSBFIA301A<br>Maintain financial records | <p>Updated to meet Standards for Training Packages</p> <p>Minor edits to clarify meaning of performance criteria</p> | Equivalent unit    |

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

# Assessment Requirements for BSBFIA301 Maintain financial records

## Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with Business Services Training Package Version 1.0. |

## Performance Evidence

Evidence of the ability to:

- maintain daily transactions and identify and respond to discrepancies and errors
- transfer and record financial data accurately
- reconcile expenditures and revenue in a timely manner.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify the key provisions of relevant legislation, codes of practice and national standards that may affect financial record keeping
- discuss organisational policies and procedures relating to maintaining financial records
- define credits/creditors and debits/debtors
- describe principles of double entry bookkeeping and accrual accounting
- identify methods of presenting financial data.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the financial administration field of work and include access to:

- office equipment and resources
- computer equipment and relevant software
- examples of source documents relating to financial record keeping
- case studies and, where possible, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

## BSBFIA302 Process payroll

### Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

### Application

This unit describes skills and knowledge required to process payroll from provided data using manual and computerised payroll systems.

It applies to individuals employed in a range of work environments who are responsible for payroll functions within an organisation. They may work as individuals providing administrative support within an enterprise, or may be other members of staff who have been delegated payroll responsibilities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Finance – Financial Administration

### Elements and Performance Criteria

| ELEMENT  | PERFORMANCE CRITERIA   |
|--|--|
| <i>Elements describe the essential outcomes.</i> | <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>   |
| 1 Record payroll data                            | 1.1 Check payroll data and clarify discrepancies with designated persons<br>1.2 Enter employee pay period details and any deductions and allowances in payroll system in accordance with source documents<br>1.3 Calculate payment due to individual employees to reflect standard pay and variations in accordance with employee source |

| ELEMENT                    | PERFORMANCE CRITERIA   |
|----------------------------|--|
|                            | data   |
| 2 Prepare payroll          | <p>2.1 Prepare payroll within designated timelines and in accordance with organisational policy and procedures</p> <p>2.2 Reconcile total wages for pay period, check or correct irregularities or refer to designated persons for resolution</p> <p>2.3 Make arrangements for payment in accordance with organisational and individual requirements</p> <p>2.4 Obtain authorisation of payroll and individual pay advice in accordance with organisational requirements</p> <p>2.5 Produce, check and store payroll records in accordance with organisational policy and security procedures</p> <p>2.6 Follow security procedures for processing payroll and for maintaining payroll records</p> |
| 3 Handle payroll enquiries | <p>3.1 Respond to payroll enquiries in accordance with organisational and legislative requirements</p> <p>3.2 Provide information in accordance with organisational and legislative requirements</p> <p>3.3 Ensure all enquiries outside area of responsibility and knowledge are referred to designated persons for resolution</p> <p>3.4 Complete additional information or follow-up action within designated timelines in accordance with organisational policy and procedures</p>   |

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill   | Performance Criteria      | Description   |
|---------|---------------------------|---|
| Reading | 1.1-1.3, 2.1-2.6, 3.1-3.4 | <ul style="list-style-type: none"> <li>Interprets a range of textual information to determine activities required</li> </ul>  |
| Writing | 1.1-1.3, 2.1-2.6, 3.1-3.4 | <ul style="list-style-type: none"> <li>Accurately records textual information and maintains personal and banking details using format, language and structure in context</li> </ul> |

|                            |                                       |   |
|----------------------------|---------------------------------------|---|
| Oral Communication         | 1.1, 3.1-3.4                          | <ul style="list-style-type: none"> <li>Explains financial issues clearly using terminology and tone appropriate to audience</li> <li>Uses questioning and listening skills in verbal exchanges to clarify information</li> </ul>  |
| Numeracy                   | 1.1-1.3, 2.1, 2.2, 2.5, 3.1-3.3       | <ul style="list-style-type: none"> <li>Uses a limited range of mathematical calculations to calculate and reconcile amounts and arrange/compare numerical information</li> </ul>  |
| Navigate the world of work | 1.2, 1.3, 2.1, 2.3-2.6, 3.1, 3.2, 3.4 | <ul style="list-style-type: none"> <li>Adheres to legislative requirements and organisational policies and procedures relevant for own work</li> </ul>  |
| Interact with others       | 1.1, 2.2, 3.1-3.3                     | <ul style="list-style-type: none"> <li>Selects the appropriate mode of communication for a specific purpose</li> <li>Collaborates with others to achieve predetermined goals</li> </ul>   |
| Get the work done          | 1.1-1.3, 2.1-2.6, 3.2, 3.4            | <ul style="list-style-type: none"> <li>Takes responsibility for own workload and monitors adherence to specified goals and timelines</li> <li>Recognises and takes responsibility for resolving problems relevant to own role</li> <li>Takes responsibility for routine low-impact decisions within familiar situations</li> <li>Uses digital technologies to access, record, store, organise and compile data as required</li> </ul> |

## Unit Mapping Information

| Code and title<br>current version | Code and title<br>previous version | Comments  | Equivalence status |
|-----------------------------------|------------------------------------|---|--------------------|
| BSBFIA302 Process payroll         | BSBFIA302A Process payroll         | Updated to meet Standards for Training Packages | Equivalent unit    |

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

# Assessment Requirements for BSBFIA302 Process payroll

## Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with Business Services Training Package Version 1.0. |

## Performance Evidence

Evidence of the ability to:

- plan and perform payroll calculations in accordance with all legislative and organisational requirements, and predetermined timelines
- refer enquiries outside area of responsibility to an appropriate authority.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify the key provisions of relevant legislation, standards and codes of practice that may affect payroll operations
- outline relevant organisational policies and procedures
- list the different types of payroll systems.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the financial administration field of work and include access to:

- office equipment and resources
- computer with relevant software
- payroll data (samples or actual)
- case studies and, where possible, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>



## BSBFIA303 Process accounts payable and receivable

### Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

### Application

This unit describes skills and knowledge required to maintain accounts payable and accounts receivable records, including processing payments to creditors and handling overdue accounts receivable.

It applies to individuals employed in a range of work environments supporting the accounting functions and aspects of an enterprise. They may provide administrative support within an enterprise, or may be members of staff who have been delegated accounting responsibilities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Finance – Financial Administration

### Elements and Performance Criteria

| ELEMENT  | PERFORMANCE CRITERIA  |
|--|---|
| <i>Elements describe the essential outcomes.</i> | <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>  |
| 1 Maintain financial journal systems             | 1.1 Check source documents for accuracy and appropriate authorisation<br>1.2 Refer errors and discrepancies in source documents for resolution in accordance with organisational policy and procedures<br>1.3 Enter transactions into cash and credit journal system in accordance with organisational policy and procedures and relevant |

| ELEMENT   | PERFORMANCE CRITERIA  |
|---|---|
|   | <p>legislation and compliance requirements</p> <p>1.4 Total credit journals in accordance with organisational policy and procedures</p>   |
| 2 Prepare bank reconciliations                              | <p>2.1 Check cash journals against bank statements to identify differences</p> <p>2.2 Update cash journals with relevant data from bank statement/s</p> <p>2.3 Identify discrepancies and refer to appropriate staff member, organisation or agency</p> <p>2.4 Total cash journals in accordance with organisational policy and procedures</p> <p>2.5 Prepare regular reconciliation reports within designated timelines</p>  |
| 3 Maintain accounts payable and accounts receivable systems | <p>3.1 Enter transactions into individual accounts payable and accounts receivable in accordance with organisational policy and procedures and accounting requirements</p> <p>3.2 Prepare schedules of accounts payable and accounts receivable for reconciliation purposes and in accordance with organisational requirements</p> <p>3.3 Reconcile accounts payable and accounts receivable schedules with journal data or general ledger and in accordance with organisational requirements</p> |
| 4 Process payments for accounts payable                     | <p>4.1 Reconcile accounts payable statements with accounting records and in accordance with organisational policy and procedures</p> <p>4.2 Check payment documentation for accuracy of information and discrepancies and rectify errors in accordance with organisational requirements</p>   |
| 5 Prepare statements for accounts receivable                | <p>5.1 Produce and check accounts receivable statements for accuracy in accordance with organisational policy and procedures</p> <p>5.2 Rectify discrepancies and statements despatched within designated timelines</p>   |
| 6 Follow up outstanding accounts                            | <p>6.1 Maintain accounts receivable ledger system in accordance with organisational requirements and to reflect current credit situation</p> <p>6.2 Conduct aged-analysis of accounts receivable to identify outstanding accounts and to determine collection procedures in accordance with organisational requirements</p> <p>6.3 Report or follow up outstanding accounts in accordance with</p>  |

| ELEMENT | PERFORMANCE CRITERIA  |
|---------|---|
|         | organisational policy and procedures<br>6.4 Monitor and review credit terms in accordance with credit policy and procedures |

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill                      | Performance Criteria                                    | Description   |
|----------------------------|---|---|
| Reading                    | 1.1-1.4, 2.1-2.5, 3.1-3.3, 4.1, 4.2, 5.1, 5.2, 6.1-6.4  | <ul style="list-style-type: none"> <li>Interprets textual information from a range of sources to confirm all necessary job requirements</li> <li>Checks documents to identify errors or discrepancies</li> </ul>  |
| Writing                    | 1.2-1.4, 2.1-2.5, 3.1-3.3, 4.1, 4.2, 5.2, 6.1-6.4       | <ul style="list-style-type: none"> <li>Prepares a range of clear documentation using relevant format, grammatical structure and vocabulary suitable to audience</li> </ul>  |
| Oral Communication         | 1.2, 2.3, 6.3   | <ul style="list-style-type: none"> <li>Uses questioning and listening techniques to clarify information</li> <li>Explains information clearly using appropriate terminology and tone</li> </ul>   |
| Numeracy                   | 1.1-1.4, 2.1-2.5, 3.1-3.3, 4.1, 4.2, 5.1, 5.2, 6.1-6.4  | <ul style="list-style-type: none"> <li>Uses a limited range of mathematical calculations to reconcile amounts using whole numbers and decimals</li> <li>Arranges/compares numerical information</li> </ul>  |
| Navigate the world of work | 1.1-1.4, 2.4, 2.5, 3.1-3.3, 4.1, 4.2, 5.1, 5.2, 6.1-6.4 | <ul style="list-style-type: none"> <li>Appreciates implications of legal and regulatory responsibilities related to own work</li> </ul>   |
| Interact with others       | 1.2, 2.3, 6.3   | <ul style="list-style-type: none"> <li>Seeks the appropriate form, channel and mode of communication for a specific purpose relevant to own role</li> <li>Plays an active role in workgroup discussions, paying some attention to the perspective of others</li> </ul>                      |
| Get the work done          | 1.2-1.4, 2.1-2.5, 3.1-3.3, 4.1-4.3, 5.1, 5.2, 6.1-6.4   | <ul style="list-style-type: none"> <li>Plans a range of routine and non-routine tasks recognising stated goals and aiming to achieve them within specified timeframes</li> <li>Recognises predictable problems and applies formal problem-solving processes or seeks advice from</li> </ul> |

|  |  |  |
|--|--|--|
|  |  | <p>others, as relevant</p> <ul style="list-style-type: none"> <li>Automatically implements standard procedures for routine decisions</li> <li>Uses digital technologies to access, record, store, organise and compile data and present reports as required</li> </ul> |
|--|--|--|

## Unit Mapping Information

| Code and title<br>current version                 | Code and title<br>previous version                | Comments  | Equivalence status |
|---|---|---|--------------------|
| BSBFIA303 Process accounts payable and receivable | BSBFIA303 Process accounts payable and receivable | Updated to meet Standards for Training Packages | Equivalent unit    |

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

# Assessment Requirements for BSBFIA303 Process accounts payable and receivable

## Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with Business Services Training Package Version 1.0. |

## Performance Evidence

Evidence of the ability to:

- accurately enter data into journal and subsidiary ledger system
- maintain journals and subsidiary ledger systems
- reconcile subsidiary ledger system with journal or general ledger data
- complete all tasks in accordance with legal and organisational responsibilities, within scope of own responsibility.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- list key provisions of relevant legislation and regulations, standards and codes of practice that may affect aspects of financial operations
- briefly describe the organisational accounting systems and procedures
- explain how to check for errors or discrepancies
- list and describe tasks that are outside own scope of responsibility.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the financial administration field of work and include access to:

- office equipment and resources
- computer equipment and relevant software
- examples of cash journals, credit journals, accounts payable and accounts receivable subsidiary ledgers

- workplace reference materials such procedural manuals and company policy
- case studies and, where possible, real situations..

Assessors must satisfy NVR/AQTF assessor requirements.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

## BSBFIA304 Maintain a general ledger

### Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

### Application

This unit describes the skills and knowledge required to maintain a computerised or manual general ledger system within an organisation, including processing journal entries and preparing a trial balance.

It applies to individuals employed in a range of work environments with responsibility for simple accounting functions within an organisation. They may work as individuals providing administrative support within an enterprise, or may be other members of staff with delegated responsibilities relating to general ledger maintenance.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Finance – Financial Administration

### Elements and Performance Criteria

| ELEMENT  | PERFORMANCE CRITERIA  |
|--|---|
| <i>Elements describe the essential outcomes.</i> | <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>  |
| 1 Process journal entries                        | 1.1 Prepare general journal entries from source journals in accordance with accounting requirements, organisational policy, procedures and legislative accounting standards<br>1.2 Post journal entries into general ledger system in accordance with organisational policy, procedures and accounting standards<br>1.3 Reconcile accounts payable and accounts receivable subsidiary |

| ELEMENT                   | PERFORMANCE CRITERIA   |
|---------------------------|--|
|                           | ledger systems with general ledger<br>1.4 Ensure processing maintains the accounting equation and is completed within designated timelines   |
| 2 Prepare a trial balance | 2.1 Prepare trial balance of general ledger system in accordance with organisational requirements and accounting standards, and ensure it is checked for accuracy<br>2.2 Identify and rectify irregularities or refer them for resolution when trial balance does not balance, in accordance with organisational policy and procedures |

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill                      | Performance Criteria | Description   |
|----------------------------|----------------------|---|
| Reading                    | 1.1-1.3, 2.1, 2.2    | <ul style="list-style-type: none"> <li>Interprets a range of textual information to determine all job requirements</li> </ul>   |
| Writing                    | 1.1-1.3, 2.1, 2.2    | <ul style="list-style-type: none"> <li>Integrates data from different sources and records numerical information in a suitable format for context and purpose of material</li> <li>Uses factual and suitable financial language to refer issues and inconsistencies in data</li> </ul> |
| Oral Communication         | 2.2                  | <ul style="list-style-type: none"> <li>Explains issues clearly using industry-specific and factual vocabulary</li> </ul>  |
| Numeracy                   | 1.1-1.3, 2.1, 2.2    | <ul style="list-style-type: none"> <li>Uses a limited range of mathematical calculations to reconcile amounts and arrange/compare numerical information</li> </ul>  |
| Navigate the world of work | 1.1, 1.2, 2.1, 2.2   | <ul style="list-style-type: none"> <li>Recognises, understands and applies applicable industry standards and organisational policies and procedures in the conduct of own work</li> </ul>   |
| Interact with others       | 2.2                  | <ul style="list-style-type: none"> <li>Recognises the strengths and expertise of others and seeks their assistance as required</li> </ul>   |
| Get the work done          | 1.1-1.4, 2.1, 2.2    | <ul style="list-style-type: none"> <li>Plans and completes tasks according to set guidelines and timelines</li> <li>Recognises and addresses problems in the context of</li> </ul>  |



|  |  |  |
|--|--|--|
|  |  | <p>own work and seeks advice from others, as necessary</p> <ul style="list-style-type: none"> <li>• Uses digital technologies to access, record, store, organise and compile data as required</li> </ul> |
|--|--|--|

## Unit Mapping Information

| Code and title<br>current version   | Code and title<br>previous version   | Comments  | Equivalence status |
|-------------------------------------|--------------------------------------|---|--------------------|
| BSBFIA304 Maintain a general ledger | BSBFIA304A Maintain a general ledger | Updated to meet Standards for Training Packages | Equivalent unit    |

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

# Assessment Requirements for BSBFIA304 Maintain a general ledger

## Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with Business Services Training Package Version 1.0. |

## Performance Evidence

Evidence of the ability to:

- accurately enter data
- reconcile subsidiary ledger systems with general ledger and prepare a trial balance
- implement double-entry principles
- systematically trace errors or refer them to appropriate people
- complete all tasks in accordance with accounting principles, legal and organisational responsibilities, and within scope of own responsibility.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- list key provisions of relevant legislation and regulations, standards and codes of practice that may affect aspects of financial operations
- briefly describe the organisational accounting systems and procedures
- explain how to check for errors or discrepancies
- list and describe tasks that are outside own scope of responsibility.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the financial administration field of work and include access to:

- office equipment and resources
- computer equipment and relevant software

- examples of source journals
- case studies and, where possible, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

# BSBFIA401 Prepare financial reports

## Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

## Application

This unit describes skills and knowledge required to record general journal adjustment entries and to prepare end of period financial reports.

It applies to individuals employed in a range of work environments who are responsible for preparing financial reports. They may be individuals providing administrative support within an enterprise, or they might have responsibility for these tasks in relation to their own workgroup or role.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Finance – Financial Administration

## Elements and Performance Criteria

| ELEMENT  | PERFORMANCE CRITERIA   |
|--|--|
| <i>Elements describe the essential outcomes.</i> | <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>   |
| 1 Maintain asset register                        | 1.1 Prepare a register of property, plant and equipment from fixed asset transactions in accordance with legislative and organisational policy and procedures<br>1.2 Determine method of calculating depreciation in accordance with organisational requirements<br>1.3 Maintain asset register and associated depreciation schedule in accordance with organisational policy, procedures and accounting |

| ELEMENT  | PERFORMANCE CRITERIA   |
|--|--|
|  | requirements   |
| 2 Record general journal entries for balance day adjustments | <p>2.1 Record depreciation of non-current assets and disposal of fixed assets in accordance with organisational policy, procedures and accounting requirements</p> <p>2.2 Adjust expense accounts and revenue accounts for prepayments and accruals</p> <p>2.3 Record bad and doubtful debts in accordance with organisational policy, procedures and accounting requirements</p> <p>2.4 Adjust ledger accounts for inventories, if required, and transfer to final accounts</p> |
| 3 Prepare final general ledger accounts                      | <p>3.1 Make general journal entries for balance day adjustments in general ledger system in accordance with organisational policy, procedures and accounting requirements</p> <p>3.2 Post revenue and expense account balances to final general ledger accounts system</p> <p>3.3 Prepare final general ledger accounts to reflect gross and net profits for reporting period</p>  |
| 4 Prepare end of period financial reports                    | <p>4.1 Prepare revenue statement in accordance with organisational requirements to reflect operating profit for reporting period</p> <p>4.2 Prepare balance sheet to reflect financial position of business at end of reporting period</p> <p>4.3 Identify and correct, or refer errors for resolution in accordance with organisational policy and procedures</p>   |

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill   | Performance Criteria               | Description   |
|---------|------------------------------------|---|
| Reading | 1.1-1.3, 2.1-2.4, 3.1-3.3, 4.1-4.3 | <ul style="list-style-type: none"> <li>Identifies and interprets information from organisational policies, procedures and job requirements</li> <li>Checks documents for errors or discrepancies</li> </ul> |
| Writing | 1.1, 1.3, 2.1-2.4,                 | <ul style="list-style-type: none"> <li>Records accurate data using relevant format, structure</li> </ul>  |

|                            |                                     |   |
|----------------------------|-------------------------------------|---|
|                            | 3.1-3.3, 4.1-4.3                    | and vocabulary  |
| Oral Communication         | 4.3                                 | <ul style="list-style-type: none"> <li>Explains issues clearly using appropriate industry terminology</li> <li>Asks questions and listens to responses to clarify understanding</li> </ul>  |
| Numeracy                   | 1.1-1.3, 2.1-2.4, 3.1-3.3, 4.1-4.2  | <ul style="list-style-type: none"> <li>Uses a wide range of mathematical calculations to interpret and arrange/compare numerical information</li> </ul>   |
| Navigate the world of work | 1.1-1.3, 2.3, 2.4, 3.1, 4.1         | <ul style="list-style-type: none"> <li>Adheres to industry standards, organisational policies and procedures in the conduct of own work</li> </ul>  |
| Interact with others       | 4.3                                 | <ul style="list-style-type: none"> <li>Selects the appropriate form, channel and mode of communication for a specific purpose relevant to own role</li> </ul>   |
| Get the work done          | 1.1-1.3, 2.1-2.3, 3.2, 3.3, 4.1-4.3 | <ul style="list-style-type: none"> <li>Plans and completes tasks according to set guidelines and timelines</li> <li>Recognises and addresses problems in the context of own work and seeks advice from others, as necessary</li> <li>Uses digital technologies to access, record, store, organise and compile data as required</li> </ul> |

## Range of Conditions

*This section specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.*

|                              |  |
|------------------------------|--|
| Revenue statement comprises: | <ul style="list-style-type: none"> <li>cost of goods sold if applicable</li> <li>gross profit</li> <li>operating net profit</li> <li>unclassified adjusted expenses and revenue</li> </ul> |
| Balance sheet comprises:     | <ul style="list-style-type: none"> <li>narrative or T format</li> <li>unclassified assets and liabilities</li> </ul>   |

## Unit Mapping Information

| Code and title<br>current version | Code and title<br>previous version | Comments        | Equivalence status |
|-----------------------------------|------------------------------------|-----------------|--------------------|
| BSBFIA401 Prepare                 | BSBFIA401A                         | Updated to meet | Equivalent unit    |

| <b>Code and title<br/>current version</b> | <b>Code and title<br/>previous version</b> | <b>Comments</b>                 | <b>Equivalence status</b> |
|---|--|---------------------------------|---------------------------|
| financial reports                         | Prepare financial reports                  | Standards for Training Packages |                           |

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

# Assessment Requirements for BSBFIA401 Prepare financial reports

## Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with Business Services Training Package Version 1.0. |

## Performance Evidence

Evidence of the ability to:

- produce a detailed asset register and depreciation schedule
- accurately record entries for balance day adjustments
- prepare financial reports
- trace and reconcile errors systematically or seek expert advice if required
- apply double-entry principles
- complete all tasks according to organisational policies and industry standards .

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain double-entry bookkeeping principles
- identify general journal and general ledger entries
- list the key provisions of relevant legislation, regulations, standards and codes of practice that may preparation of financial reports
- describe organisational accounting systems
- outline relevant organisational policies, procedures and accounting standards.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the financial administration field of work and include access to:

- office equipment and resources



- computer equipment and relevant software
- relevant standards
- samples of financial data
- workplace reference materials such procedural manuals and company policy
- case studies and, where possible, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

## BSBFIM502 Manage payroll

### Modification History

| Release   | Comments   |
|-----------|--|
| Release 2 | This version first released with BSB Business Services Training Package Version 1.1.<br>Version created to correct mapping table information |
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0.   |

### Application

This unit describes the skills and knowledge required to establish and monitor security procedures for managing organisational payroll services and to calculate and process salary payments, group taxation and related payments.

It applies to individuals, employed in a range of work environments, who are required to establish and work with payroll systems and may have responsibility for managing payroll systems and calculations.

No licensing, legislative or certification requirements apply to this unit at the time of publication

### Unit Sector

Finance – Financial Management

### Elements and Performance Criteria

| ELEMENT  | PERFORMANCE CRITERIA   |
|--|--|
| <i>Elements describe the essential outcomes.</i> | <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>   |
| 1 Establish procedures for management of payroll | 1.1 Establish procedures that ensure the confidentiality and security of payroll information<br>1.2 Ensure procedures guarantee substantiation of claims for |

| ELEMENT                         | PERFORMANCE CRITERIA  |
|---------------------------------|---|
|                                 | allowances<br>1.3 Establish control measures to safeguard organisation's financial resources in accordance with legislative and organisational requirements<br>1.4 Establish systems to ensure statutory obligations are met and records are kept for the period determined by government legislation   |
| 2 Prepare payroll data          | 2.1 Use nominated industrial awards, contracts and government legislation to calculate gross pay and annual salaries<br>2.2 Calculate statutory and voluntary deductions using government and employee documentation<br>2.3 Provide payroll data to payroll processor for calculation within designated timelines   |
| 3 Authorise payment of salaries | 3.1 Check payroll, and authorise salaries and wages for payment in accordance with organisational policy and procedures<br>3.2 Reconcile salaries, wages and deductions in accordance with organisational policy and procedures<br>3.3 Deal with salary, wage and related enquiries in accordance with organisational policy and procedures   |
| 4 Administer salary records     | 4.1 Process declaration forms for new and existing employees in accordance with Australian Taxation Office requirements<br>4.2 Forward periodic deductions to nominated creditors within designated timelines<br>4.3 Prepare and dispatch payments to government authorities accurately and in accordance with relevant government legislation<br>4.4 Calculate and transcribe group tax amounts and make payments in accordance with taxation procedures<br>4.5 Prepare and reconcile employee group certificate amounts from salary records |

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill | Performance | Description |
|-------|-------------|-------------|
|-------|-------------|-------------|

|                            | <b>Criteria</b>                            |  |
|----------------------------|--|--|
| Reading                    | 1.1-1.4, 2.1, 2.2, 3.1-3.3, 4.1-4.5        | <ul style="list-style-type: none"> <li>Identifies and interprets information from organisational policies, legislative and industry-related material</li> </ul>  |
| Writing                    | 1.1, 1.3, 1.4, 2.3, 3.1, 3.3, 4.1, 4.3-4.5 | <ul style="list-style-type: none"> <li>Records data accurately using relevant format, style and language suited to context and audience</li> <li>Prepares specific information which clearly conveys an understanding of outcomes and uses terminology appropriate to present to relevant personnel</li> </ul>   |
| Oral Communication         | 2.3, 3.3                                   | <ul style="list-style-type: none"> <li>Articulates information concisely using appropriate terminology, tone and style</li> <li>Uses questioning and listening techniques to exchange and clarify information</li> </ul>   |
| Numeracy                   | 2.1-2.3, 3.1- 3.3, 4.2-4.5                 | <ul style="list-style-type: none"> <li>Uses a wide range of mathematical calculations to analyse and compare numeric information</li> <li>Makes calculations to ensure work is completed according to predetermined deadlines</li> </ul>   |
| Navigate the world of work | 1.3, 1.4, 2.1-2.3, 3.1-3.3, 4.1, 4.3, 4.4  | <ul style="list-style-type: none"> <li>Monitors adherence to legal and regulatory responsibilities and organisational policies and procedures</li> </ul>   |
| Interact with others       | 2.3, 3.3                                   | <ul style="list-style-type: none"> <li>Recognises and applies the protocols governing what to communicate with who, and how, in a range of work contexts</li> </ul>  |
| Get the work done          | 1.1, 1.3, 1.4, 2.3, 3.3, 4.1-4.5           | <ul style="list-style-type: none"> <li>Uses logical processes in planning, implementing and evaluating routine and non-routine tasks in achieving goals and timelines</li> <li>Uses analytical skills to identify discrepancies and attempts to resolve the issues within the context of own responsibilities</li> <li>Makes a range of critical and non-critical decisions in relatively complex situations, taking a range of factors into account</li> <li>Understands the importance of secure information and privacy in relation to own work and takes responsibility for identifying and managing risk factors</li> </ul> |

## Unit Mapping Information

| <b>Code and title<br/>current version</b> | <b>Code and title<br/>previous version</b> | <b>Comments</b> | <b>Equivalence status</b> |
|---|--|-----------------|---------------------------|
|   |  |                 |                           |

| <b>Code and title<br/>current version</b> | <b>Code and title<br/>previous version</b> | <b>Comments</b>                                 | <b>Equivalence status</b> |
|---|--|---|---------------------------|
| BSBFIM502 Manage payroll                  | BSBFIM502A Manage payroll                  | Updated to meet Standards for Training Packages | Equivalent unit           |

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

## Assessment Requirements for BSBFIM502 Manage payroll

### Modification History

| Release   | Comments   |
|-----------|--|
| Release 2 | This version first released with BSB Business Services Training Package Version 1.1.<br>Version created to correct mapping table information |
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0.   |

### Performance Evidence

Evidence of the ability to:

- document steps undertaken to establish payroll system
- use data and calculations to reconcile salaries, wages and deductions in accordance with all legislative and organisational requirements
- create accurate payroll management records.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

### Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain key provisions of relevant legislation, standards, regulations and codes of practice that may affect aspects of payroll operations
- outline organisational policies and procedures across the full range of tasks for the required payroll processes.

### Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the financial management field of work and include access to:

- office equipment and resources
- workplace policies and procedures
- samples of financial data

- business technology
- payroll system
- case studies and, where available, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

## BSBFIM601 Manage finances

### Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

### Application

This unit describes the skills and knowledge required to undertake budgeting, financial forecasting and reporting and to allocate and manage resources to achieve the required outputs for the business unit. It includes contributing to financial bids and estimates, allocating funds, managing budgets and reporting on financial activity.

It applies to individuals who have managerial responsibilities which include overseeing the management of financial and other resources across a business unit, a series of business units or teams, or an organisation. It covers all areas of broad financial management. In a larger organisation this work would be supported by specialists in financial management.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Finance – Financial Management

### Elements and Performance Criteria

| ELEMENT  | PERFORMANCE CRITERIA   |
|--|--|
| <i>Elements describe the essential outcomes.</i> | <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>   |
| 1 Plan for financial management                  | 1.1 Review and analyse previous financial data to establish areas which have generated a profit or loss<br>1.2 Undertake research to review reasons for previous profit and loss<br>1.3 Review business plan to establish critical dates and initiatives that will require or generate resources in the next financial cycle |



| <b>ELEMENT</b>                         | <b>PERFORMANCE CRITERIA</b>   |
|--|---|
|  | <p>1.4 Analyse cash flow trends</p> <p>1.5 Review statutory requirements for compliance and liabilities for tax</p> <p>1.6 Review existing software and its suitability for financial management</p>  |
| 2 Establish budgets and allocate funds | <p>2.1 Use previous financial data to determine allocations for resources</p> <p>2.2 Make informed estimates of new items for inclusion in budget</p> <p>2.3 Prepare budgets in accordance with organisational requirements and statutory requirements</p>  |
| 3 Implement budgets                    | <p>3.1 Circulate budgets and ensure managers and supervisors are clear about budgets, reporting requirements and financial delegations</p> <p>3.2 Manage risks by checking there are no opportunities for misappropriation of funds and that systems are in place to properly record all financial transactions</p> <p>3.3 Review profit and loss statements, cash flows and ageing summaries</p> <p>3.4 Revise budgets, as required, to deal with contingencies</p> <p>3.5 Maintain audit trails to ensure accurate tracking and to identify discrepancies between agreed and actual allocations</p> <p>3.6 Ensure compliance with due diligence</p> |
| 4 Report on finances                   | <p>4.1 Ensure structure and format of reports are clear and conform to organisational and statutory requirements</p> <p>4.2 Identify and prioritise significant issues in statements, including comparative financial performances for review and decision making</p> <p>4.3 Prepare recommendations to ensure financial viability of the organisation</p> <p>4.4 Evaluate the effectiveness of financial management processes</p>  |

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| <b>Skill</b> | <b>Performance</b> | <b>Description</b> |
|--------------|--------------------|--------------------|
|              |                    |                    |

|                            | Criteria                            |  |
|----------------------------|-------------------------------------|--|
| Reading                    | 1.1-1.6, 2.1-2.3, 3.2-3.5, 4.1-4.4  | <ul style="list-style-type: none"> <li>Interprets, analyses and evaluates complex information to determine and adhere to organisational or legislative requirements and to assist with financial decision making</li> </ul>  |
| Writing                    | 1.1-1.6, 2.1- 2.3, 3.1-3.5, 4.1-4.3 | <ul style="list-style-type: none"> <li>Develops and records information which incorporates a detailed analysis of factual and forecasted information</li> <li>Prepares documents using format, content and layout appropriate to audience, purpose and regulatory requirements</li> </ul>  |
| Oral Communication         | 3.1                                 | <ul style="list-style-type: none"> <li>Explains financial decisions and outcomes clearly and uses listening and questioning techniques to exchange information and obtain agreement</li> </ul>   |
| Numeracy                   | 1.1-1.6, 2.1-2.3, 3.2-3.5, 4.1-4.2  | <ul style="list-style-type: none"> <li>Reviews and analyses numerical data embedded in organisational documentation and legislation</li> <li>Compares and contrasts complex numerical data to analyse and evaluate financial position and processes.</li> <li>Uses appropriate formulae to analyse financial data to assess and manage risk and identify discrepancies</li> </ul>  |
| Navigate the world of work | 1.5, 2.3, 3.6, 4.1                  | <ul style="list-style-type: none"> <li>Recognises, understands and adheres to legislative and organisational requirements in undertaking own work</li> </ul>   |
| Interact with others       | 3.1                                 | <ul style="list-style-type: none"> <li>Selects and uses appropriate conventions and protocols when communicating with supervisors and managers to share information or seek agreement</li> </ul>   |
| Get the work done          | 1.1-1.6, 2.1-2.3, 3.1-3.5, 4.1-4.4  | <ul style="list-style-type: none"> <li>Uses logical processes in planning, implementing and evaluating complex tasks to achieve stated goals</li> <li>Uses formal analytical thinking techniques to identify issues, investigate underlying causes and generate possible solutions, seeking input from others as required</li> <li>Uses a range of digital technology to access, filter, compile, integrate and logically present complex information from multiple sources</li> <li>Investigates new digital technologies and applications to manage and manipulate data</li> </ul> |

## Unit Mapping Information

| Code and title<br>current version | Code and title<br>previous version | Comments | Equivalence status |
|-----------------------------------|------------------------------------|----------|--------------------|
|                                   |                                    |          |                    |

| <b>Code and title<br/>current version</b> | <b>Code and title<br/>previous version</b> | <b>Comments</b>                                 | <b>Equivalence status</b> |
|---|--|---|---------------------------|
| BSBFIM601 Manage finances                 | BSBFIM601A Manage finances                 | Updated to meet Standards for Training Packages | Equivalent unit           |

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

# Assessment Requirements for BSBFIM601 Manage finances

## Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with Business Services Training Package Version 1.0. |

## Performance Evidence

Evidence of the ability to:

- plan for financial management
- read and review profit and loss statements, cash flows and aging summaries
- prepare, implement and revise a budget which aligns with the business plan, is based on research and analysis of previous financial data and cash flow trends, and meets all compliance requirements
- contribute to financial bids and estimates
- establish a budget and allocate funds in accordance with statutory and organisational requirements
- communicate with other people including:
  - reporting on financial activity and making recommendations
  - identifying and prioritising significant issues
  - ensuring managers and supervisors are clear about budgets.
- analyse the effectiveness of existing financial management approaches including reviewing financial management software, managing risks of misappropriation of funds, ensuring systems are in place to record all transactions, maintaining an audit trail and complying with due diligence.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify the requirements for financial probity
- describe the principles of accounting and financial systems
- explain Australian, international and local legislation and conventions that are relevant to financial management in the organisation

- outline the requirements of the Australian Tax Office, including Goods and Services Tax, Company Tax, Pay As You Go.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the financial management field of work and include access to:

- financial data
- relevant legislation and Australian Tax Office requirements
- examples of business plans, profit and loss statements, cash flows and aging summaries
- organisational financial policies and procedures
- financial management software.

Assessors must satisfy NVR/AQTF assessor requirements.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

# BSBFRA401 Manage compliance with franchisee obligations and legislative requirements

## Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

## Application

This unit describes the skills and knowledge required to comply with obligations set out in the franchising agreement and with relevant legislative requirements specific to the type of franchise.

It applies to individuals who require a broad knowledge of franchisee obligations and legislative requirements and who use this knowledge to develop compliance strategies.

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

## Unit Sector

Management and Leadership – Franchising

## Elements and Performance Criteria

| ELEMENT   | PERFORMANCE CRITERIA   |
|---|--|
| <i>Elements describe the essential outcomes.</i>                | <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>   |
| 1 Determine franchisee obligations and legislative requirements | 1.1 Identify obligations under franchising agreement<br>1.2 Identify relevant legislative requirements<br>1.3 Access codes of practice and material that interprets and explains obligations and legislative requirements<br>1.4 Clarify obligations and legislative requirements with franchisor and relevant government and licensing agencies |

| ELEMENT  | PERFORMANCE CRITERIA  |
|--|---|
| 2 Develop strategies for compliance with franchisee obligations and legislative requirements             | 2.1 Analyse available information on obligations and legislative requirements to develop strategies for compliance<br>2.2 Check strategies with franchisor to determine suitability to operate franchise within obligations and legislative requirements<br>2.3 Use strategies to develop regular, cyclical compliance checks<br>2.4 Complete training to facilitate compliance requirements                                  |
| 3 Undertake scheduled compliance checks  | 3.1 Communicate compliance requirements to staff<br>3.2 Delegate compliance checks to relevant staff and provide training and support for staff to carry out these checks<br>3.3 Record timing and outcomes of compliance checks according to organisational requirements<br>3.4 Identify instances of non-compliance from compliance checks  |
| 4 Act on identified instances of non-compliance with franchisee obligations and legislative requirements | 4.1 Determine courses of action to address instances of non-compliance<br>4.2 Seek assistance of franchisor or other relevant parties to address non-compliance<br>4.3 Take action to address non-compliance<br>4.4 Make checks to ensure non-compliance has been addressed<br>4.5 Monitor compliance in a specific area to ensure continuing compliance<br>4.6 Analyse reasons for non-compliance to guide future compliance |

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill    | Performance Criteria                | Description  |
|----------|-------------------------------------|--|
| Learning | 2.4                                 | <ul style="list-style-type: none"> <li>Undertakes skill development in line with compliance requirements</li> </ul>  |
| Reading  | 1.1-1.4, 2.1-2.3, 3.3, 3.4, 4.4-4.6 | <ul style="list-style-type: none"> <li>Recognises and interprets a variety of textual information to determine legislative and regulatory requirements, trends and outcomes</li> </ul> |

|                            |  |  |
|----------------------------|--|--|
| Writing                    | 1.4, 2.1, 3.1, 3.3, 3.4, 4.2, 4.3, 4.6         | <ul style="list-style-type: none"> <li>Develops material for a specific audience using clear and detailed language to convey explicit information, requirements and outcomes</li> </ul>  |
| Oral Communication         | 1.4, 2.2, 3.1, 3.2, 4.2                        | <ul style="list-style-type: none"> <li>Delivers factual information appropriate to audience and environment using appropriate language, tone and syntax</li> <li>Uses active listening and questioning techniques to clarify and confirm understanding</li> </ul>  |
| Navigate the world of work | 1.1-1.4, 2.1, 2.3, 2.4, 3.1, 3.3, 3.4, 4.1-4.6 | <ul style="list-style-type: none"> <li>Takes personal responsibility for following explicit and implicit policies, procedures and legislative requirements</li> </ul>  |
| Interact with others       | 1.4, 3.1, 3.2, 4.2                             | <ul style="list-style-type: none"> <li>Selects the appropriate form, channel and mode of communication for a specific purpose relevant to own role</li> <li>Plays an active role in workgroup discussions, playing some attention to the perspectives of others</li> </ul>   |
| Get the work done          | 1.1, 1.2, 2.1, 2.3, 3.2, 4.1, 4.6              | <ul style="list-style-type: none"> <li>Takes responsibility for planning, sequencing and delegating tasks for efficiency and effective outcomes</li> <li>Selects from a range of predetermined options in routine situations, identifying and taking some situational factors into account</li> <li>Reflects on outcomes and determines key concepts that could be adapted in future situations</li> <li>Seeks input before implementing problem solving strategies</li> </ul> |

## Unit Mapping Information

| Code and title current version   | Code and title previous version   | Comments  | Equivalence status |
|--|---|---|--------------------|
| BSBFRA401 Manage compliance with franchisee obligations and legislative requirements | BSBFRA401B Manage compliance with franchisee obligations and legislative requirements | Updated to meet Standards for Training Packages | Equivalent unit    |



## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

# Assessment Requirements for BSBFRA401 Manage compliance with franchisee obligations and legislative requirements

## Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with BSB Business Services Training Package version 1.0. |

## Performance Evidence

Evidence of the ability to:

- develop compliance strategies in accordance with franchising agreement obligations and legislative requirements
- communicate compliance requirements to staff
- provide support to staff who will carry out compliance checks
- develop and implement schedule to carry out compliance checks
- record outcomes of compliance checks according to organisational requirements
- take action to address instances of non-compliance.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the evidence requirements safely and effectively, the individual must:

- identify work health and safety (WHS) requirements:
  - as specific to nature and type of franchise
  - as generic to all workplaces
- outline other relevant legislation, codes of practice and national standards that affect franchise operations
- explain franchise specific obligations:
  - as per franchise agreement
  - as per updates and amendments to agreement over time
- describe methods for carrying out compliance checks of franchise operations
- list penalties for non-compliance within the context for franchisee obligations and legislative requirements.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership – franchising field of work and include access to:

- office equipment and resources
- relevant legislation and regulations
- examples of real franchise agreements and related documentation.

Assessors must satisfy NVR/AQTF assessor requirements.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

## BSBFRA402 Establish a franchise

### Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

### Application

This unit describes the skills and knowledge required to establish a franchise from the initial research phase through to finalising a franchising agreement with the franchisor and opening the franchise for business.

It applies to potential franchisees who will operate under formal franchising agreements and focuses on the planning aspects of the establishment of a franchise.

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

### Unit Sector

Management and Leadership – Franchising

### Elements and Performance Criteria

| ELEMENT   | PERFORMANCE CRITERIA  |
|---|---|
| <i>Elements describe the essential outcomes.</i>    | <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>  |
| 1 Identify opportunities for establishing franchise | 1.1 Research and identify franchising opportunities<br>1.2 Determine own interests and skills to assess suitability for identified opportunities<br>1.3 Determine requirements for establishing a specific franchise<br>1.4 Research and check viability and business record of franchisor in prospective franchise |

| ELEMENT                               | PERFORMANCE CRITERIA  |
|---------------------------------------|---|
|                                       | 1.5 Enter into negotiations with a franchisor to establish a franchise  |
| 2 Complete business plan              | 2.1 Access business plan proforma, as appropriate<br>2.2 Consult franchisor and others in process of developing business planning documents<br>2.3 Research and determine financing options<br>2.4 Finalise financial planning for franchise<br>2.5 Undertake market analysis for franchise opportunity and complete marketing plan<br>2.6 Research and determine needs for premises in appropriate area<br>2.7 Compile relevant information into business plan |
| 3 Identify and address learning needs | 3.1 Determine required skills and knowledge to manage a franchise, and identify gaps for self and others<br>3.2 Seek assistance to assess and address learning needs and document these in the form of a learning plan<br>3.3 Determine training required by franchisor of a franchisee<br>3.4 Undertake learning plan and required training programs   |
| 4 Finalise agreements                 | 4.1 Complete finance agreements<br>4.2 Access legal advice as required<br>4.3 Finalise and sign off franchising agreement<br>4.4 Obtain required permits for franchise operation<br>4.5 Finalise contracts and agreements with third parties  |
| 5 Prepare for opening of franchise    | 5.1 Obtain physical and human resources required to manage franchise<br>5.2 Undertake marketing activities associated with opening the franchise<br>5.3 Open the franchise for business   |

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill | Performance | Description |
|-------|-------------|-------------|
|-------|-------------|-------------|

|                            | Criteria  |   |
|----------------------------|---|---|
| Learning                   | 3.1, 3.2, 3.4                                       | <ul style="list-style-type: none"> <li>Reviews own competencies and those of others to determine skill gaps and future training requirements</li> </ul>   |
| Reading                    | 1.1, 1.4, 2.1-2.7, 3.1-3.4, 4.1-4.5, 5.1, 5.2       | <ul style="list-style-type: none"> <li>Identifies and evaluates a variety of texts to determine business requirements</li> </ul>  |
| Writing                    | 1.1, 1.4, 1.5, 2.3-2.7, 3.1-3.3, 4.1, 4.3, 4.5, 5.2 | <ul style="list-style-type: none"> <li>Records results of analysis of information and consultations using clear and comprehensible language and layout</li> <li>Prepares factual and informative content in documentation which meets requirements of purpose and audience</li> </ul> |
| Oral Communication         | 1.5, 2.2, 3.2, 3.3, 4.2, 4.5                        | <ul style="list-style-type: none"> <li>Participates in verbal exchanges of information and elicits the view and opinions of others by listening and questioning</li> <li>Articulates requirements clearly, based on language appropriate to audience and environment</li> </ul>       |
| Numeracy                   | 2.4, 4.1  | <ul style="list-style-type: none"> <li>Uses mathematical formula to calculate financial requirements and finalise official agreements</li> </ul>  |
| Navigate the world of work | 1.4, 4.1-4.5  | <ul style="list-style-type: none"> <li>Takes personal responsibility for establishing and adhering to legal/regulatory responsibilities relevant to own work context</li> </ul>   |
| Interact with others       | 1.5, 2.2, 3.2                                       | <ul style="list-style-type: none"> <li>Selects the appropriate form, channel and mode of communication for a specific purpose relevant to own role</li> <li>Seeks guidance and assistance to address learning needs</li> </ul>  |
| Get the work done          | 1.1-1.4, 2.1, 2.3-2.6, 3.1, 3.3, 5.1, 5.2, 5.3      | <ul style="list-style-type: none"> <li>Takes responsibility for planning, sequencing and prioritising tasks and own workload for efficiency and effective outcomes</li> <li>Takes responsibility for the outcomes of decisions related directly to own role</li> </ul>                |

## Unit Mapping Information

| Code and title<br>current version  | Code and title<br>previous version  | Comments  | Equivalence status |
|------------------------------------|-------------------------------------|---|--------------------|
| BSBFRA402<br>Establish a franchise | BSBFRA402B<br>Establish a franchise | Updated to meet Standards for Training Packages | Equivalent unit    |

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

## Assessment Requirements for BSBFRA402 Establish a franchise

### Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

### Performance Evidence

Evidence of the ability to:

- determine own suitability for franchise
- complete a business plan
- identify and plan learning needs
- apply knowledge of relevant legislation, codes of practice and national standards.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

### Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline legislation, regulations and codes of practice that effect franchise operations
- explain franchisee-specific obligations as per franchise agreement

### Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership – franchising field of work. This includes access to:

- office equipment and resources
- examples of real franchisee agreements and related documentation.

Assessors must satisfy NVR/AQTF assessor requirements.



## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

## BSBFRA403 Manage relationship with franchisor

### Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

### Application

This unit describes the skills and knowledge required by the franchisee to manage the business relationship with the franchisor.

It applies to individuals who need to develop good working relationships with their franchisor within the Franchising Code of Conduct.

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

### Unit Sector

Management and Leadership – Franchising

### Elements and Performance Criteria

| ELEMENT  | PERFORMANCE CRITERIA   |
|--|--|
| <i>Elements describe the essential outcomes.</i> | <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>   |
| 1 Establish relationship with franchisor         | 1.1 Identify the franchisor's representative/s or liaison person/s<br>1.2 Identify communication channels with the franchisor's representative/s or liaison person/s<br>1.3 Establish schedule of contact with the franchisor's representative/s or liaison person/s<br>1.4 Hold initial meeting with the franchisor's representative/s or liaison person/s to initiate ongoing relationship<br>1.5 Ensure participation in the franchisee advisory council meetings |

| ELEMENT   | PERFORMANCE CRITERIA  |
|---|---|
|   | and relevant activities   |
| 2 Determine services available from franchisor                        | <p>2.1 Consult with the franchisor's representative/s or liaison person/s to determine range of services available through the franchisor</p> <p>2.2 Establish schedule for accessing services of the franchisor</p> <p>2.3 Access services available through the franchisor according to schedule and as needs arise in the course of business operations</p> <p>2.4 Maintain currency of information relating to services available through the franchisor</p>  |
| 3 Implement strategies for meeting franchisee's financial obligations | <p>3.1 Identify franchisee's financial obligations to the franchisor</p> <p>3.2 Develop and implement strategies and procedures to meet franchisee's financial obligations</p> <p>3.3 Undertake planning to facilitate ongoing management of franchise</p>  |
| 4 Resolve disputes with franchisor                                    | <p>4.1 Identify disputes with the franchisor and enter into negotiations with the franchisor's representative/s or liaison person/s in line with complaints handling procedure as described in the Franchising Code of Conduct</p> <p>4.2 Seek assistance from third parties or mediators to facilitate resolution of disputes arising with the franchisor and in line with the complaints handling procedure</p> <p>4.3 Resolve disputes and document courses of agreed action</p> <p>4.4 Implement agreed courses of action to resolve disputes</p> <p>4.5 Use lessons learned from disputes to guide future business operations and to facilitate positive relationships with the franchisor</p> |

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill   | Performance Criteria             | Description  |
|---------|----------------------------------|--|
| Reading | 1.1, 1.2, 2.2-2.4, 3.1, 3.2, 4.2 | <ul style="list-style-type: none"> <li>Interprets textual information obtained from a range of sources and determines how content may be applied to individuals and organisational requirements</li> </ul> |

|                            |   |  |
|----------------------------|---|--|
| Writing                    | 1.3, 2.2, 2.4, 3.2, 4.2, 4.3            | <ul style="list-style-type: none"> <li>Uses clear, specific and industry-related terminology to complete and update workplace documentation to convey explicit information, requirements and recommendations</li> </ul>  |
| Oral Communication         | 1.3-1.5, 2.1, 2.4, 4.1-4.3, 4.5         | <ul style="list-style-type: none"> <li>Articulates requirements clearly using language appropriate to audience and environment</li> <li>Uses active listening and questioning techniques to clarify and confirm understanding</li> </ul>   |
| Numeracy                   | 3.1                                     | <ul style="list-style-type: none"> <li>Identifies and comprehends relevant mathematical information to manage financial obligations and account for expenditures</li> </ul>  |
| Navigate the world of work | 2.3, 3.2, 4.1                           | <ul style="list-style-type: none"> <li>Recognises, develops and follows explicit and implicit protocols and meets expectations associated with own role</li> </ul>   |
| Interact with others       | 1.2-1.5, 2.1, 4.1, 4.2                  | <ul style="list-style-type: none"> <li>Selects the appropriate form, channel and mode of communication for a specific purpose relevant to own role</li> <li>Uses a range of strategies to establish a sense of connection with others</li> <li>Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group interaction</li> </ul> |
| Get the work done          | 1.1-1.3, 2.2-2.4, 3.1-3.3, 4.1, 4.3-4.5 | <ul style="list-style-type: none"> <li>Plans, organises and implements tasks required to achieve required outcomes in accordance with franchise arrangement</li> <li>Applies formal problem solving skills to address issues, seeking expert assistance if required</li> <li>Identifies some key principles that may be relevant in future situations</li> </ul>                 |

## Unit Mapping Information

| Code and title<br>current version             | Code and title<br>previous version             | Comments  | Equivalence status |
|---|--|---|--------------------|
| BSBFRA403 Manage relationship with franchisor | BSBFRA403B Manage relationship with franchisor | Updated to meet Standards for Training Packages | Equivalent unit    |

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

# Assessment Requirements for BSBFRA403 Manage relationship with franchisor

## Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

## Performance Evidence

Evidence of the ability to:

- communicate regularly and effectively with the franchisor and/or representatives
- identify and resolve disputes
- conduct financial planning to meet predetermined requirements
- make suggestions for improvements in future work.
- implement processes to manage the relationship between franchisor and self.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain franchise specific obligations as per franchise agreement, specifically financial obligations
- define the roles of others such as mediators/third parties
- explain various problem solving techniques that might be relevant to this specific context.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership – franchising field of work. This includes access to:

- business documentation
- feedback from franchisor
- equipment and resources.

Assessors must satisfy NVR/AQTF assessor requirements.

## **Links**

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

## BSBFRA502 Manage a franchise operation

### Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

### Application

This unit describes the skills and knowledge required to manage a franchise operation including establishing and implementing agreements and ensuring compliance with franchising obligations and legislative requirements.

The unit applies to individuals who manage an existing franchise operation and who support franchisees through the management of relationships, reporting and legislative requirements and operation effectiveness.

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

### Unit Sector

Management and Leadership – Franchising

### Elements and Performance Criteria

| ELEMENT   | PERFORMANCE CRITERIA   |
|---|--|
| <i>Elements describe the essential outcomes.</i>          | <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>   |
| 1 Establish procedures for managing a franchise operation | 1.1 Determine obligations of both parties under franchising agreement<br>1.2 Develop procedures for ensuring compliance with franchising obligations and legislative requirements<br>1.3 Develop and communicate reporting requirements of franchisees |
| 2 Implement procedures                                    | 2.1 Implement procedures for franchises to ensure compliance with  |



| <b>ELEMENT</b>                     | <b>PERFORMANCE CRITERIA</b>   |
|------------------------------------|---|
| for managing a franchise operation | <p>franchising obligations and legislative requirements</p> <p>2.2 Identify instances of non-compliance and act upon them in conjunction with franchises</p> <p>2.3 Monitor reports from franchises for completeness, accuracy and timeliness of submission</p> <p>2.4 Identify potential disputes with franchises and take action to resolve potential disputes before they eventuate</p> <p>2.5 Resolve disputes that eventuate and reach an agreed settlement within established procedures as documented in the Franchising Code of Conduct</p> |
| 3 Review a franchise operation     | <p>3.1 Use monitoring of franchises to inform review process for franchise operation</p> <p>3.2 Identify improvements in franchise operation and management of franchises from monitoring franchises' business operations</p> <p>3.3 Make recommendations to improve the effectiveness of the franchise operation and individual franchises</p>   |

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| <b>Skill</b>       | <b>Performance Criteria</b> | <b>Description</b>  |
|--------------------|-----------------------------|---|
| Reading            | 1.1, 1.2, 1.3, 2.3, 2.5     | <ul style="list-style-type: none"> <li>Identifies, analyses and evaluates complex texts to determine legislative, regulatory and business requirements</li> <li>Interprets reports to determine efficiency of franchise management</li> </ul> |
| Writing            | 1.2, 1.3, 2.2 2.4, 2.5, 3.3 | <ul style="list-style-type: none"> <li>Develops material for a specific audience using clear and detailed language to convey explicit information, requirements and recommendations</li> </ul>  |
| Oral Communication | 1.3, 2.2, 2.5               | <ul style="list-style-type: none"> <li>Presents information using structure and language appropriate for the audience</li> <li>Uses active listening and questioning to clarify and confirm understanding</li> </ul>                          |
| Navigate the       | 1.1-1.3, 2.1, 2.5           | <ul style="list-style-type: none"> <li>Understands obligations of own role and how it meshes with others to achieve broader organisational</li> </ul>   |

|                      |                                   |   |
|----------------------|-----------------------------------|---|
| world of work        |                                   | goals <ul style="list-style-type: none"> <li>Modifies or develops organisational procedures to comply with legislative and organisational requirements</li> </ul>   |
| Interact with others | 1.3, 2.2, 2.4, 2.5, 3.3           | <ul style="list-style-type: none"> <li>Identifies and uses appropriate conventions and protocols when communicating with a diverse range of people</li> <li>Uses effective interpersonal skills to remedy issues and disagreements and negotiate acceptable outcomes</li> </ul>   |
| Get the work done    | 1.1, 1.2, 1.3, 2.1, 2.4, 2.5, 3.3 | <ul style="list-style-type: none"> <li>Plans, organises and implements tasks required to achieve goals according to organisational and legislative requirements</li> <li>Monitors actions against stated goals, adjusting plans and resources where necessary</li> <li>Investigates new and innovative ways to improve work practices and processes through consultation, formal and analytical thinking</li> </ul> |

## Unit Mapping Information

| Code and title<br>current version         | Code and title<br>previous version         | Comments  | Equivalence status |
|---|--|---|--------------------|
| BSBFRA502<br>Manage a franchise operation | BSBFRA502B<br>Manage a franchise operation | Updated to meet Standards for Training Packages | Equivalent unit    |

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

# Assessment Requirements for BSBFRA502 Manage a franchise operation

## Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

## Performance Evidence

Evidence of the ability to:

- establish and implement franchising agreements
- complete documentation for a franchising agreement, including franchisee obligations and supporting documentation to ensure franchisee compliance with obligations
- develop and communicate reporting requirements
- monitor franchisee activities, obtain and analyse feedback and reports
- address non-compliances and resolve disputes to ensure franchisees meet franchising obligations
- review franchise operations and suggest improvements
- investigate and apply relevant legislation, codes of practice and national standards when developing and implementing procedures relating to franchising operations.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain the fundamentals of the Franchising Code of Conduct and other franchise specific obligations as per the franchise agreement and any updates and amendments to the agreement
- outline relevant legislation, codes of practice and national standards relating to franchising operations.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership – franchising field of work. This includes access to:

- business documentation
- relevant legislation, regulations and codes of conduct
- feedback from franchisees.

Assessors must satisfy NVR/AQTF assessor requirements.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

## BSBGOV401 Implement board member responsibilities

### Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

### Application

This unit describes the skills and knowledge required to undertake the diverse roles and responsibilities required of a board member.

It applies to individuals who need to solve a defined range of unpredictable problems, analyse and evaluate information from a variety of sources and who may provide leadership and guidance to others with some limited responsibility for the output of others.

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

### Unit Sector

Regulation, Licensing and Risk – Governance

### Elements and Performance Criteria

| ELEMENT  | PERFORMANCE CRITERIA   |
|--|--|
| <i>Elements describe the essential outcomes.</i> | <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>   |
| 1 Identify business of the organisation          | 1.1. Ensure the history of the organisation is known and understood<br>1.2. List and explain the core functions of the organisation<br>1.3. Explain the relationship between the organisation, stakeholders and other organisations/entities |
| 2 Monitor operations                             | 2.1. Identify and document outcomes for each operational area<br>2.2. Use information provided to review effectiveness and   |

| ELEMENT  | PERFORMANCE CRITERIA   |
|--|--|
|  | <p>efficiency of operations</p> <p>2.3. Suggest changes to operations if necessary</p>   |
| 3 Follow legal requirements when carrying out board duties | <p>3.1. List and describe relevant provisions of the legislation under which the organisation operates</p> <p>3.2. Adhere to relevant aspects of Corporations Law</p> <p>3.3. Adhere to the constitution of the organisation</p> <p>3.4. List and comply with workplace responsibilities</p> <p>3.5. Comply with the terms and conditions of funding agreements</p>                    |
| 4 Monitor trends and changes in community                  | <p>4.1. Attend community meetings, speaking on behalf of the board as required and delegated</p> <p>4.2. Maintain information and awareness of key stakeholders and political issues</p> <p>4.3. Ensure the board is informed of identified community and stakeholder needs</p> <p>4.4. Review policies with changing community needs, and incorporate into operations as required</p> |
| 5 Receive and act on community and stakeholder feedback    | <p>5.1. Receive and document feedback from the community and stakeholders about services</p> <p>5.2. Evaluate feedback</p> <p>5.3. Deal with feedback in accordance with policies and procedures, and in consultation with management</p> <p>5.4. Document and support decisions of management</p>   |

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill   | Performance Criteria              | Description  |
|---------|-----------------------------------|--|
| Reading | 1.1, 2.1, 2.2, 3.1, 4.2, 4.4, 5.3 | <ul style="list-style-type: none"> <li>Interprets textual information from relevant sources to identify compliance, political climate and stakeholder awareness</li> </ul> |
| Writing | 1.1-1.3, 2.1, 3.1, 3.4,           | <ul style="list-style-type: none"> <li>Completes personal notes and formal workplace documentation using clear and technically specific</li> </ul>                         |

|                            |                                       |  |
|----------------------------|---------------------------------------|--|
|                            | 4.3, 5.1, 5.4                         | language for different audiences and purposes  |
| Oral Communication         | 1.1-1.3, 2.1, 3.1, 3.4, 4.3, 5.1, 5.4 | <ul style="list-style-type: none"> <li>• Articulates information clearly using language and tone appropriate to audience and environment</li> <li>• Uses active listening and questioning techniques to receive feedback and confirm understanding</li> </ul>  |
| Navigate the world of work | 2.3, 3.1-3.5, 4.2, 4.4, 5.3           | <ul style="list-style-type: none"> <li>• Ensures knowledge of legislative requirements and products is kept up-to-date in order to provide accurate information</li> <li>• Takes personal responsibility for following explicit and implicit policies, procedures and legislative requirements</li> <li>• Identifies issues that contravene relevant policies, procedures and legal requirements</li> </ul>  |
| Interact with others       | 4.1, 4.3, 5.1, 5.3                    | <ul style="list-style-type: none"> <li>• Selects and uses appropriate conventions and protocols when communicating with various stakeholders and personnel in a range of work contexts</li> <li>• Cooperates with others and contributes to work practices where joint outcomes are expected</li> </ul>  |
| Get the work done          | 1.1, 2.1, 2.2, 5.2, 5.3               | <ul style="list-style-type: none"> <li>• Develops plans to manage relatively complex, non-routine tasks with an awareness of how they contribute to longer term operational and strategic goals</li> <li>• Makes routine decisions and implements standard procedures for routine tasks, using formal decision-making processes for more complex and non-routine situations</li> <li>• Contributes to continuous improvement of current work practices by analysing and evaluating feedback</li> </ul> |

## Unit Mapping Information

| Code and title current version                       | Code and title previous version                       | Comments  | Equivalence status |
|--|---|---|--------------------|
| BSBGOV401<br>Implement board member responsibilities | BSBGOV401A<br>Implement board member responsibilities | Updated to meet Standards for Training Packages | Equivalent unit    |

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>



# Assessment Requirements for BSBGOV401 Implement board member responsibilities

## Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

## Performance Evidence

Evidence of the ability to:

- consider relevant organisational and legislative parameters when making decisions affecting organisational and operational outcomes
- stay up to date with relevant political and community issues and communicate these clearly to the board
- respond to community and stakeholder opinions in consultation with others.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline the history of the organisation relevant to the community and location
- list and describe key provisions of relevant legislation, regulations, standards and codes of practice that affect business operations
- outline the organisational constitution, codes of conduct, functions, policies and procedures.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the regulation, licensing and risk – governance field of work and include access to:

- participation on an actual or simulated board
- office equipment and resources
- examples of relevant issues worked with by boards of governance
- examples of relevant documents.

Assessors must satisfy NVR/AQTF assessor requirements.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

## BSBGOV402 Work within organisational structure

### Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

### Application

This unit describes the skills and knowledge required to be an active participant in the governance activities of a board, with an understanding of the roles and relationships to other roles on the board and within the organisation.

It applies to individuals who need to solve a defined range of unpredictable problems, analyse and evaluate information from a variety of sources and who may provide leadership and guidance to others with some limited responsibility for the output of others.

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

### Unit Sector

Regulation, Licensing and Risk – Governance

### Elements and Performance Criteria

| ELEMENT  | PERFORMANCE CRITERIA   |
|--|--|
| <i>Elements describe the essential outcomes.</i> | <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>   |
| 1 Differentiate roles and responsibilities       | 1.1 Differentiate and document governance and management issues of the organisation in the organisation's governance policy guidelines<br>1.2 Identify, document and refer to the relationships between governance issues and management issues<br>1.3 Identify and document the roles of board members in the organisation's governance policies and procedures |

| ELEMENT  | PERFORMANCE CRITERIA   |
|--|--|
|  | <p>1.4 Explain the relationship between the board and associated entities, and their management</p> <p>1.5 Outline the board's decision-making processes</p>   |
| 2 Document management roles and responsibilities | <p>2.1 Document performance outcomes, with appropriate assistance, and include in position description and contract</p> <p>2.2 Clarify and document management duties, in consultation with management</p> <p>2.3 Ensure areas of responsibility are discussed with board members who are also employed staff, and establish and document guidelines</p>                           |
| 3 Supervise management of the organisation       | <p>3.1 Receive information and advice from the manager and apply in decision making</p> <p>3.2 Instruct the manager to implement policy decisions and to follow specific directions as required</p> <p>3.3 Receive feedback from the manager about previous directions</p> <p>3.4 Regularly review management performance in accordance with contract and position description</p> |

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance*

| Skill              | Performance Criteria         | Description  |
|--------------------|------------------------------|--|
| Reading            | 1.1-1.3, 3.3, 3.4            | <ul style="list-style-type: none"> <li>Comprehends information from a range of sources to establish requirements and issues</li> </ul>   |
| Writing            | 1.1-1.3, 2.1-2.3             | <ul style="list-style-type: none"> <li>Completes relevant reports and documentation using clear and technically specific language for different audiences and purposes</li> </ul>  |
| Oral Communication | 1.4, 1.5, 2.2, 2.3, 3.1, 3.2 | <ul style="list-style-type: none"> <li>Articulates information clearly and consults with others using language and tone appropriate to audience and environment</li> <li>Uses active listening and questioning techniques to receive feedback and confirm understanding</li> </ul> |
| Navigate the       | 1.1, 3.4                     | <ul style="list-style-type: none"> <li>Takes personal responsibility for following explicit and implicit organisational policy requirements</li> </ul>   |

|                      |                    |  |
|----------------------|--------------------|--|
| world of work        |                    | <ul style="list-style-type: none"> <li>Understands how own role meshes with others and contributes to broader work goals</li> </ul>  |
| Interact with others | 2.2, 2.3, 3.1-3.3  | <ul style="list-style-type: none"> <li>Plays an active role in workgroup discussions, paying some attention to the perspectives of others</li> <li>Selects and uses appropriate conventions and protocols when communicating in a range of familiar work contexts</li> </ul>   |
| Get the work done    | 1.1, 2.3, 3.1, 3.4 | <ul style="list-style-type: none"> <li>Takes responsibility for planning, sequencing and prioritising tasks and own workload for effective outcomes</li> <li>Makes routine decisions and implements standard procedures for routine tasks, using formal decision-making processes for non-routine situations</li> <li>Contributes to continuous improvement of current work practices by applying basic principles of analytical and lateral thinking</li> </ul> |

## Unit Mapping Information

| Code and title<br>current version              | Code and title<br>previous version              | Comments  | Equivalence status |
|--|---|---|--------------------|
| BSBGOV402 Work within organisational structure | BSBGOV402A Work within organisational structure | Updated to meet Standards for Training Packages | Equivalent unit    |

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

# Assessment Requirements for BSBGOV402 Work within organisational structure

## Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

## Performance Evidence

Evidence of the ability to:

- research and document differences between boards of governance and organisational management
- interpret policy decisions, communicate effectively and provide supervision to organisational management
- work with irregularities and breakdowns in communications between board members and/or organisational management
- work with irregularities and breakdowns in routine between board members and/or organisational management.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline key provisions of relevant legislation, regulations, standards and codes of practice that affect business operations
- explain organisational constitution, codes of conduct functions, policies and procedures.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the regulation, licensing and risk – governance field of work and include access to:

- participation on an actual or simulated board
- office equipment and resources

- examples of relevant issues worked on by boards of governance, including community complaints, strategic decisions and internal staffing issues
- examples of relevant documents.

Assessors must satisfy NVR/AQTF assessor requirements.

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

## BSBHRM604 Manage employee relations

### Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

### Application

This unit describes the skills and knowledge to develop and maintain a positive and productive workplace environment. It covers all aspects of employee relations impacting on managers at the strategic level.

It applies to individuals who are non-specialist human resource managers and covers a broad range of employee relations activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Workforce Development – Human Resource Management

### Elements and Performance Criteria

| ELEMENT  | PERFORMANCE CRITERIA  |
|--|---|
| <i>Elements describe the essential outcomes.</i>                       | <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>  |
| 1 Implement employee relations strategy and policies for own work area | 1.1 Ensure employee relations strategy is consistent with organisational strategic objectives<br>1.2 Develop strategies and policies through the application of a risk management approach and extensive consultation and participation by relevant groups and individuals<br>1.3 Ensure strategy and policies take account of equal opportunity, family/work relationships and promote the absence of discrimination and/or harassment |



| ELEMENT                                   | PERFORMANCE CRITERIA  |
|---|---|
|   | <p>1.4 Develop risk management strategies which take account of the withdrawal of labour and other potential outcomes of disputes</p> <p>1.5 Identify any potential areas of conflict and ensure strategies and policies take account of the objectives of relevant groups and individuals</p>  |
| 2 Build and maintain a productive culture | <p>2.1 Negotiate awards, agreements, and contracts which balance organisational objectives and employee rights and obligations</p> <p>2.2 Identify and meet all legal and organisational requirements within the conditions of employment</p> <p>2.3 Undertake regular and timely consultation and communication with individuals and relevant groups</p> <p>2.4 Develop policies and practices to facilitate employee recruitment, retention and satisfaction</p> <p>2.5 Provide induction programs and training to develop competence and confidence and to ensure work is performed safely and effectively</p> <p>2.6 Provide opportunities for employees to understand their role and how it contributes to the achievement of organisational objectives</p> <p>2.7 Develop, regularly review and update individual and team development plans</p> <p>2.8 Evaluate and revise employee relations policies regularly</p> |
| 3 Resolve employee relations problems     | <p>3.1 Establish processes for early intervention to identify and minimise problems or grievances</p> <p>3.2 Communicate problem solving processes to, and obtain support from, all relevant groups and individuals</p> <p>3.3 Provide training to develop competence in conflict management, negotiation and dispute resolution</p> <p>3.4 Obtain specialist advice where appropriate or where formal hearings are required</p> <p>3.5 Ensure processes are fair, equitable and consistent with all relevant awards agreements and legislation</p> <p>3.6 Ensure problem solving processes provide for external mediation and conciliation, and arbitration where appropriate</p>  |
| 4 Manage diversity                        | <p>4.1 Develop plans for the promotion of diversity within the organisation</p> <p>4.2 Openly promote diversity and its benefits within the organisation</p> <p>4.3 Develop education and communication plans to promote and</p>  |

| ELEMENT | PERFORMANCE CRITERIA   |
|---------|--|
|         | <p>encourage diversity</p> <p>4.4 Develop and implement processes to deal with events which inhibit the organisation from meeting its diversity objectives</p> |

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill                      | Performance Criteria                                      | Description  |
|----------------------------|---|--|
| Reading                    | 1.1-1.5, 2.1-2.8, 3.1, 3.3, 3.5, 3.6 4.1, 4.3, 4.4        | <ul style="list-style-type: none"> <li>Identifies and interprets relevant information and ideas in a range of complex texts relating to employee relations</li> <li>Recognises relevant information within job specifications and work processes</li> </ul>  |
| Writing                    | 1.1-1.5, 2.1, 2.4, 2.7, 2.8, 3.1, 3.2, 3.3, 4.1, 4.3, 4.4 | <ul style="list-style-type: none"> <li>Demonstrates sophisticated writing skills by selecting appropriate conventions and stylistic devices to express precise meaning to manage employee relations</li> </ul>   |
| Oral Communication         | 1.2, 2.1, 2.3, 2.5, 2.6, 3.2, 3.3, 3.4, 4.2               | <ul style="list-style-type: none"> <li>Presents information and opinions using language and non-verbal features appropriate to audience</li> <li>Uses verbal and listening skills to obtain specialist advice as well as promoting diversity within the organisation</li> </ul>  |
| Numeracy                   | 1.2, 1.4, 2.2   | <ul style="list-style-type: none"> <li>Selects and interprets mathematical information embedded in a range of tasks and texts</li> </ul>   |
| Navigate the world of work | 1.1, 1.2, 1.3, 1.4, 1.5, 2.2, 2.4, 2.6, 2.8, 3.5          | <ul style="list-style-type: none"> <li>Works autonomously making high level decisions to achieve and improve organisational goals</li> <li>Takes a lead role in the development of organisational goals, roles and responsibilities</li> <li>Develops and implements strategies that ensure organisational policies, procedures and regulatory requirements are being met</li> <li>Monitors and reviews the organisations policies, procedures and adherence to legislative requirements to implement and manage change</li> </ul> |
| Interact with others       | 1.2, 1.3, 1.5, 2.1, 2.3, 2.5-2.7, 3.1-3.4, 3.6, 4.2, 4.4  | <ul style="list-style-type: none"> <li>Selects and uses appropriate conventions and protocols when communicating with staff at various levels</li> <li>Influences and fosters a collaborative culture</li> </ul>   |

|                   |  |   |
|-------------------|--|---|
|                   |  | <p>facilitating a sense of commitment and workplace cohesion</p> <ul style="list-style-type: none"> <li>• Shares knowledge, information and experience openly as an integral part of the working relationship</li> <li>• Understands diversity and seeks to integrate diversity into the work context</li> <li>• Recognises potential for conflict and, working with others, develops organisational processes to deal with conflict</li> </ul>                               |
| Get the work done | 1.1-1.5, 2.4, 2.5, 3.1, 3.3-3.6, 4.1-4.4 | <ul style="list-style-type: none"> <li>• Sequences and schedules a range of complex activities, monitors implementation and manages relevant communication</li> <li>• Makes high impact decisions in a complex and diverse environment, using input from a range of sources</li> <li>• Anticipates potential problems and formulates plans to deal with them, as they arise</li> <li>• Gathers and analyses data and seeks feedback to improve plans and processes</li> </ul> |

## Unit Mapping Information

| Code and title<br>current version      | Code and title<br>previous version      | Comments  | Equivalence status |
|--|---|---|--------------------|
| BSBHRM604<br>Manage employee relations | BSBHRM604A<br>Manage employee relations | Updated to meet Standards for Training Packages | Equivalent unit    |

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

# Assessment Requirements for BSBHRM604 Manage employee relations

## Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

## Performance Evidence

Evidence of the ability to:

- consult with relevant stakeholders to develop, implement, monitor and review employee relations strategies and policies including:
  - diversity
  - recruitment
  - induction
  - training and development
  - performance management
- develop an employee relations risk management strategy
- negotiate employment awards, agreements and contracts
- maintain high standards of performance in respect to equal opportunity and the management of diversity
- manage conflict and early intervention in respect to employee grievances and problems.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify human resource specialist assistance requirements
- describe the principles of relevant industrial agreements
- determine key result areas of the organisation
- outline organisational plans (strategic, tactical and operational) for human resource planning
- identify and summarise organisational policies relating to balancing family/work relationships

- outline external and internal organisational support services for employees
- explain performance measurement systems utilised within the organisation
- outline relevant legislative and regulatory requirements
- outline staff development strategies
- explain unfair dismissal rules and due process.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the workforce development – human resource development field of work and include access to:

- organisational strategic and operational plans
- workplace policies and procedures
- legislation, regulations, codes of practice and industrial awards relevant to the business
- business technology
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

## BSBITU102 Develop keyboard skills

### Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

### Application

This unit describes the skills and knowledge required to develop basic keyboard skills using touch typing techniques in a broad range of settings.

It applies to individuals who perform a range of mainly routine tasks and generally work under direct supervision using limited practical skills and fundamental knowledge.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Information and Communications Technology – IT Use

### Elements and Performance Criteria

| ELEMENT  | PERFORMANCE CRITERIA  |
|--|---|
| <i>Elements describe the essential outcomes.</i> | <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>  |
| 1. Use safe work practices                       | 1.1 Adjust workspace, furniture and equipment to suit user ergonomic requirements<br>1.2 Ensure work meets organisational and work health and safety (WHS) requirements for computer operation                |
| 2. Identify and develop keyboard skills          | 2.1 Identify and apply keyboard functions for both alpha and numeric keyboard functions<br>2.2 Apply touch typing technique to complete a task<br>2.3 Develop speed and accuracy in accordance with workplace |

| ELEMENT           | PERFORMANCE CRITERIA  |
|-------------------|---|
|                   | requirements for level of responsibility  |
| 3. Check accuracy | 3.1 Proofread document carefully to identify errors<br>3.2 Amend document, correct errors and complete a final accuracy check |

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill                      | Performance Criteria | Description   |
|----------------------------|----------------------|---|
| Reading                    | 2.3, 3.1, 3.2        | <ul style="list-style-type: none"> <li>Comprehends textual information in workplace documents to confirm work requirements</li> <li>Checks own work to identify errors</li> </ul> |
| Writing                    | 2.2, 2.3, 3.2        | <ul style="list-style-type: none"> <li>Enters and edits numerical and textual information according to a defined format</li> </ul>  |
| Navigate the world of work | 1.1, 1.2, 2.3        | <ul style="list-style-type: none"> <li>Complies with organisational and legislative requirements and meets expectations associated with own role</li> </ul>                       |
| Get the work done          | 2.1-2.3, 3.1, 3.2    | <ul style="list-style-type: none"> <li>Understands the specific functions and features of digital tools and uses these to perform work tasks</li> </ul>                           |

## Range of Conditions

*This section specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.*

|                             |  |
|-----------------------------|--|
| Speed and accuracy must be: | <ul style="list-style-type: none"> <li>consistent with degree of experience of operator</li> <li>relevant to level of responsibility.</li> </ul> |
|-----------------------------|--|

## Unit Mapping Information

| <b>Code and title<br/>current version</b> | <b>Code and title<br/>previous version</b> | <b>Comments</b>                                 | <b>Equivalence status</b> |
|---|--|---|---------------------------|
| BSBITU102 Develop keyboard skills         | BSBITU102A Develop keyboard skills         | Updated to meet Standards for Training Packages | Equivalent unit           |

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>



# Assessment Requirements for BSBITU102 Develop keyboard skills

## Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

## Performance Evidence

Evidence of the ability to:

- follow ergonomic and organisational and work health and safety (WHS) requirements
- use keyboard functions to enter alpha and numeric data
- develop touch-typing techniques and speed and accuracy
- proofread and edit documents.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as WHS
- identify organisational benchmarks for keyboarding.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the information and communications technology – IT use field of work and include access to:

- industry software packages
- organisational policies and procedures
- relevant legislation
- relevant workplace documentation and resources.

Assessors must satisfy NVR/AQTF assessor requirements.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

## BSBITU201 Produce simple word processed documents

### Modification History

| Release   | Comments   |
|-----------|--|
| Release 2 | This version first released with BSB Business Services Training Package Version 2.0.<br><br>Version created to correct typographical error |
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0.   |

### Application

This unit describes the skills and knowledge required to correctly operate word processing applications in production of workplace documents.

It applies to individuals who perform a range of routine tasks in the workplace, using a limited range of practical skills and fundamental knowledge of word processing and software in a defined context, under direct supervision or with limited individual responsibility.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Information and Communications Technology – IT Use

### Elements and Performance Criteria

| ELEMENT  | PERFORMANCE CRITERIA  |
|--|---|
| <i>Elements describe the essential outcomes.</i> | <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>                    |
| 1. Prepare to produce documents                  | 1.1 Use safe work practices to ensure ergonomic, work organisation, energy and resource conservation requirements are met |

| ELEMENT               | PERFORMANCE CRITERIA  |
|-----------------------|---|
|                       | <p>1.2 Identify document purpose, audience and presentation requirements, and clarify with relevant personnel as required</p> <p>1.3 Identify organisational and task requirements for document layout and design</p>   |
| 2. Produce documents  | <p>2.1 Format document using appropriate software functions to adjust page layout to meet information requirements, in accordance with organisational style and presentation requirements</p> <p>2.2 Use system features to identify and manipulate screen display options and controls</p> <p>2.3 Use manuals, user documentation and online help to overcome problems with document presentation and production</p> |
| 3. Finalise documents | <p>3.1 Ensure final document is previewed, checked, adjusted and printed in accordance with organisational and task requirements</p> <p>3.2 Ensure document is prepared within designated timelines and organisational requirements</p> <p>3.3 Name and store document in accordance with organisational requirements and exit application without information loss/damage</p>  |

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill                      | Performance Criteria         | Description  |
|----------------------------|------------------------------|--|
| Reading                    | 1.2, 1.3, 2.1, 2.3, 3.1, 3.3 | <ul style="list-style-type: none"> <li>Recognises textual information within organisational and task requirements to determine work requirements</li> </ul>  |
| Writing                    | 3.1, 3.3                     | <ul style="list-style-type: none"> <li>Records numerical and textual information in accordance with requirements of task</li> </ul>  |
| Oral Communication         | 1.2                          | <ul style="list-style-type: none"> <li>Participates in a variety of spoken exchanges with relevant personnel in an effort to clarify document purpose, audience and presentation requirements</li> </ul> |
| Navigate the world of work | 1.1-1.3, 2.1, 3.1-3.3        | <ul style="list-style-type: none"> <li>Recognises and follows explicit and implicit protocols and meets expectations associated with own role</li> </ul>   |
| Interact with others       | 1.2                          | <ul style="list-style-type: none"> <li>May seek guidance from more experienced work colleagues</li> </ul>  |

|                   |                  |   |
|-------------------|------------------|---|
| Get the work done | 2.1-2.3, 3.1-3.3 | <ul style="list-style-type: none"> <li>Understands functions and features of specific computer software and uses these to perform work tasks</li> </ul> |
|-------------------|------------------|---|

## Unit Mapping Information

| Code and title<br>current version                              | Code and title<br>previous version                             | Comments                               | Equivalence status |
|--|--|--|--------------------|
| BSBITU201 Produce simple word processed documents<br>Release 2 | BSBITU201 Produce simple word processed documents<br>Release 1 | Updated to correct typographical error | Equivalent unit    |

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

# Assessment Requirements for BSBITU201 Produce simple word processed documents

## Modification History

| Release   | Comments   |
|-----------|--|
| Release 2 | This version released with BSB Business Services Training Package Version 2.0.<br><br>Version created to correct typographical error |
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0.   |

## Performance Evidence

Evidence of the ability to:

- produce documents following correct ergonomic, conservation requirements and organisational policies and procedures
- adhere to organisational style manual when formatting documents
- refer to help function and user documentation to rectify document problems
- use system features
- follow designated timelines when preparing documents.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify basic formatting styles and their effect on formatting, readability and appearance of documents
- describe purpose, use and function of word processing software
- outline organisational requirements for ergonomics, work periods and breaks, and conservation techniques
- describe what is contained in an organisational style guide.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the information and communications technology – IT use field of work and include access to:

- industry software packages
- computer user information
- relevant legislation and codes of practice
- organisational policies and procedures
- relevant workplace documentation and resources including a style guide and user manuals.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

## BSBITU202 Create and use spreadsheets

### Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

### Application

This unit describes the skills and knowledge required to correctly create and use spreadsheets and charts using spreadsheet software.

It applies to individuals who perform a range of routine tasks in the workplace using a limited range of practical skills and fundamental knowledge of creating spreadsheets in a defined context under direct supervision or with limited individual responsibility.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Information and Communications Technology – IT Use

### Elements and Performance Criteria

| ELEMENT  | PERFORMANCE CRITERIA  |
|--|---|
| <i>Elements describe the essential outcomes.</i> | <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>  |
| 1. Select and prepare resources                  | <p>1.1 Adjust workspace, furniture and equipment to suit own ergonomic, work organisation and work health and safety (WHS) requirements</p> <p>1.2 Use energy and resource conservation techniques to minimise wastage in accordance with organisational and statutory requirements</p> <p>1.3 Identify spreadsheet task requirements and clarify with relevant personnel as required</p> |



| ELEMENT                       | PERFORMANCE CRITERIA  |
|-------------------------------|---|
| 2. Create simple spreadsheets | <p>2.1 Ensure data is entered, checked and amended in accordance with organisational and task requirements, to maintain consistency of design and layout</p> <p>2.2 Format spreadsheet using software functions; to adjust page and cell layout to meet information requirements, in accordance with organisational style and presentation requirements</p> <p>2.3 Ensure formulae are used and tested to confirm output meets task requirements, in consultation with appropriate personnel as required</p> <p>2.4 Use manuals, user documentation and online help to overcome problems with spreadsheet design and production</p> |
| 3. Produce simple charts      | <p>3.1 Select chart type and design that enables valid representation of numerical data and meets organisational and task requirements</p> <p>3.2 Create chart using appropriate data range in spreadsheet</p> <p>3.3 Modify chart type and layout using formatting features</p>  |
| 4. Finalise spreadsheets      | <p>4.1 Ensure spreadsheet and any accompanying charts are previewed, adjusted and printed in accordance with organisational and task requirements</p> <p>4.2 Ensure data input meets designated timelines and organisational requirements for speed and accuracy</p> <p>4.3 Name and store spreadsheet in accordance with organisational requirements and exit application without data loss/damage</p>   |

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill   | Performance Criteria    | Description   |
|---------|-------------------------|---|
| Reading | 2.1, 2.4, 4.1, 4.3      | <ul style="list-style-type: none"> <li>Recognises numerical and textual information within a range of resources to determine and complete work according to requirements</li> </ul> |
| Writing | 2.1, 2.3, 3.2, 4.1, 4.3 | <ul style="list-style-type: none"> <li>Enters and amends routine data into software using a format appropriate to requirements</li> </ul>   |
| Oral    | 1.3, 2.3                | <ul style="list-style-type: none"> <li>Listens to short and specific instructions and uses questions to clarify understanding</li> </ul>  |

|                            |                                 |  |
|----------------------------|---------------------------------|--|
| Communication              |                                 | <ul style="list-style-type: none"> <li>Uses simple mathematical language to confirm and convey requirements</li> </ul>                                       |
| Numeracy                   | 2.1, 2.3, 3.1, 3.2              | <ul style="list-style-type: none"> <li>Uses basic mathematical skills to create and apply spreadsheet formulae</li> </ul>                                    |
| Navigate the world of work | 1.1-1.3, 2.1, 2.2, 3.1, 4.1-4.3 | <ul style="list-style-type: none"> <li>Recognises, understands and adheres to legislative and organisational requirements in undertaking own work</li> </ul> |
| Interact with others       | 1.3                             | <ul style="list-style-type: none"> <li>Recognises purpose of various communications directly relevant to own role and clarifies as required</li> </ul>       |
| Get the work done          | 1.3, 2.1-2.4, 3.1-3.3, 4.1-4.3  | <ul style="list-style-type: none"> <li>Uses key software features and functions in performing specific work tasks</li> </ul>                                 |

## Unit Mapping Information

| Code and title current version        | Code and title previous version        | Comments  | Equivalence status |
|---------------------------------------|--|---|--------------------|
| BSBITU202 Create and use spreadsheets | BSBITU202A Create and use spreadsheets | Updated to meet Standards for Training Packages | Equivalent unit    |

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

# Assessment Requirements for BSBITU202 Create and use spreadsheets

## Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

## Performance Evidence

Evidence of the ability to:

- produce documents following correct ergonomic, conservation, organisational and statutory requirements
- consult with appropriate personnel as required
- adhere to organisational style and presentation requirements
- refer to online help function and user documentation to rectify document problems
- create and modify simple charts
- follow designated timelines and ensure high accuracy when preparing documents
- demonstrate ability to prevent data loss and damage.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- demonstrate knowledge of how to format workplace documents
- describe organisational requirements for ergonomic standards, work periods and breaks, and conservation techniques
- outline organisational guidelines on spreadsheet manipulation and processing
- explain purpose and range of use of spreadsheet functions.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the information and communications technology – IT use field of work and include access to:

- industry technology

- organisational policies and procedures
- relevant legislation
- user manuals
- relevant workplace documentation and resources
- industry software packages.

Assessors must satisfy NVR/AQTF assessor requirements.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

## BSBITU301 Create and use databases

### Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

### Application

This unit describes the skills and knowledge required to create simple two-table relational databases with reports and queries, for storage and retrieval of information.

It applies to individuals that may provide administrative support within an enterprise, or may be independently responsible for storage and retrieval of data relating to their own work roles.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Information and communications Technology – IT use

### Elements and Performance Criteria

| ELEMENT  | PERFORMANCE CRITERIA   |
|--|--|
| <i>Elements describe the essential outcomes.</i> | <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>   |
| 1. Create a simple database                      | 1.1 Design a simple database, with at least two tables, using a database application, basic design principles, software functions and simple formulae<br>1.2 Develop a table with fields and attributes according to database usage, as well as data considerations and user requirements<br>1.3 Create a primary key for each table<br>1.4 Modify table layout and field attributes as required |

| ELEMENT                       | PERFORMANCE CRITERIA   |
|-------------------------------|--|
|                               | <p>1.5 Create a relationship between the two tables</p> <p>1.6 Check and amend data entered, in accordance with organisational and task requirements</p>   |
| 2. Create reports and queries | <p>2.1 Determine information output, database tables to be used and report layout to meet task requirements</p> <p>2.2 Determine data groupings, search and sort criteria to meet task requirements</p> <p>2.3 Run reports and queries to check results and formulae provide the required data</p> <p>2.4 Modify reports to include or exclude additional requirements</p>   |
| 3. Use database               | <p>3.1 Ensure data input meets designated timelines and organisational requirements for speed and accuracy</p> <p>3.2 Use manuals, user documentation and online help to overcome problems with database design and production</p> <p>3.3 Preview, adjust and print database reports or forms in accordance with organisational and task requirements</p> <p>3.4 Name and store databases, in accordance with organisational requirements, and exit application without data loss or damage</p> <p>3.5 Prepare and distribute reports to appropriate person in a suitable format</p> |

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill    | Performance Criteria      | Description   |
|----------|---------------------------|---|
| Reading  | 1.1-1.6, 2.1-2.4, 3.1-3.5 | <ul style="list-style-type: none"> <li>Recognises and interprets textual and numerical information to determine and confirm tasks are completed as per requirements</li> </ul>                          |
| Writing  | 1.1-1.6, 2.1-2.4, 3.1-3.4 | <ul style="list-style-type: none"> <li>Inputs numerical and key reporting information when creating and querying databases, and uses standard naming conventions and format to organise data</li> </ul> |
| Numeracy | 1.1, 1.2, 1.6, 2.1-2.4    | <ul style="list-style-type: none"> <li>Uses mathematical equations to create simple database queries and formulae</li> </ul>  |

|                            |                                       |   |
|----------------------------|---------------------------------------|---|
| Navigate the world of work | 1.2, 1.4, 1.6, 2.1-2.3, 3.1, 3.3, 3.4 | <ul style="list-style-type: none"> <li>Recognises and follows explicit and implicit protocols and meets expectations associated with own role</li> </ul>  |
| Get the work done          | 1.1-1.6, 2.1-2.4, 3.1-3.5             | <ul style="list-style-type: none"> <li>Plans, organises and competes tasks to meet organisational requirements</li> <li>Utilises a broad range of features within applications in performing routine and complex tasks</li> </ul> |

## Unit Mapping Information

| Code and title<br>current version  | Code and title<br>previous version  | Comments  | Equivalence status |
|------------------------------------|-------------------------------------|---|--------------------|
| BSBITU301 Create and use databases | BSBITU301A Create and use databases | Updated to meet Standards for Training Packages | Equivalent unit    |

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

# Assessment Requirements for BSBITU301 Create and use databases

## Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

## Performance Evidence

Evidence of the ability to:

- adhere to organisational requirements when inputting, amending and storing data including:
  - correct naming conventions
- adhere closely to task requirements including:
  - following designated timelines
  - achieving speed and accuracy
- create simple databases including:
  - reports and queries
- follow designated timelines
- correctly name and store data
- distribute reports to appropriate personnel.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline key provisions of relevant legislation, standards and codes that may affect aspects of business operations
- describe organisational requirements relating to data entry, storage and presentation.



## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the information and communications technology – IT use field of work and include access to:

- business technology
- workplace documentation and resources
- industry database software applications.

Assessors must satisfy NVR/AQTF assessor requirements.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

## BSBITU302 Create electronic presentations

### Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

### Application

This unit describes the skills and knowledge required to design and produce electronic presentations for speakers, for self access and online access.

It applies to individuals employed in a range of work environments who design electronic presentations. They may work as individuals providing administrative support within an enterprise, or may be responsible for production of their own electronic presentations.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Information and Communications Technology – IT Use

### Elements and Performance Criteria

| ELEMENT  | PERFORMANCE CRITERIA   |
|--|--|
| <i>Elements describe the essential outcomes.</i> | <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>   |
| 1. Prepare to create presentation                | 1.1 Organise personal work environment in accordance with ergonomic requirements<br>1.2 Determine purpose, audience and mode of presentation in consultation with content author or presenter<br>1.3 Identify presentation requirements in terms of supporting documents and equipment<br>1.4 Apply work organisation strategies and energy and resource |

| ELEMENT                  | PERFORMANCE CRITERIA  |
|--------------------------|---|
|                          | conservation techniques to plan work activities   |
| 2. Create presentation   | 2.1 Design slides, notes and handout masters to incorporate organisational and task requirements in relation to image and preferred style, avoiding distractions<br>2.2 Use software functions for consistency of design and layout, to meet identified presentation requirements<br>2.3 Balance presentation features for visual impact and emphasis<br>2.4 Use advanced software features to streamline and customise presentation for different audiences<br>2.5 Prepare presentation within designated timeline |
| 3. Finalise presentation | 3.1 Use manuals, user documentation and online help to overcome problems with design and production<br>3.2 Check presentation for spelling and consistency in presentation features and style, in accordance with task requirements<br>3.3 Print presentation materials in accordance with presenter or audience requirements<br>3.4 Store presentation, in accordance with organisational requirements and exit application without information loss or damage   |

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill              | Performance Criteria | Description   |
|--------------------|----------------------|---|
| Reading            | 1.3, 3.1, 3.2, 3.4   | <ul style="list-style-type: none"> <li>Evaluates and integrates information and ideas to construct meaning in an effort to design and create a presentation</li> </ul>  |
| Writing            | 2.1, 2.3-2.5         | <ul style="list-style-type: none"> <li>Communicates relationships between ideas and information in a style appropriate to audience and purpose in accordance with organisational and task requirements</li> </ul> |
| Oral Communication | 1.2                  | <ul style="list-style-type: none"> <li>Listens to discussions and participates in exchange of information to choose appropriate actions to create presentation</li> </ul>   |

|                            |                                 |   |
|----------------------------|---------------------------------|---|
| Navigate the world of work | 1.1-1.4, 2.1, 2.2, 2.5, 3.2-3.4 | <ul style="list-style-type: none"> <li>Recognises and follows explicit and implicit protocols and meets expectations associated with own role</li> </ul>  |
| Interact with others       | 1.2                             | <ul style="list-style-type: none"> <li>Collaborates with others to achieve joint outcomes</li> </ul>  |
| Get the work done          | 1.4, 2.1-2.5, 3.1-3.4           | <ul style="list-style-type: none"> <li>Uses advanced features within applications to address routine and complex work tasks</li> <li>Plans and implements routine tasks and workload making limited decisions on sequencing and timing</li> </ul> |

## Unit Mapping Information

| Code and title<br>current version         | Code and title<br>previous version         | Comments  | Equivalence status |
|---|--|---|--------------------|
| BSBITU302 Create electronic presentations | BSBITU302B Create electronic presentations | Updated to meet Standards for Training Packages | Equivalent unit    |

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

# Assessment Requirements for BSBITU302 Create electronic presentations

## Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

## Performance Evidence

Evidence of the ability to:

- adhere to organisational requirements and strategies when creating electronic presentations including:
  - ergonomic requirements
  - energy and resource requirements
- adhere closely to task requirements
  - following designated timelines
  - achieving consistency of design and layout
  - ensuring correct editing and style requirements
- use advanced software features
- communicate effectively with personnel
- print and store presentation.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline key provisions of relevant legislation, standards and codes that affect aspects of business operations
- explain how design features affect the readability and appearance of electronic presentations.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the information and communications technology – IT use field of work and include access to:

- office equipment and materials
- relevant software applications
- examples of electronic presentations
- style guides.

Assessors must satisfy NVR/AQTF assessor requirements.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

## BSBITU305 Conduct online transactions

### Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

### Application

This unit describes the skills and knowledge required to undertake a range of online transactions, including banking, and buying and selling products and services.

It applies to individuals who are skilled operators and apply a broad range of competencies in various work contexts. They may exercise discretion and judgement using appropriate theoretical knowledge of conducting online transactions to provide technical advice and support to a team.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Information and Communications Technology – IT Use

### Elements and Performance Criteria

| ELEMENT   | PERFORMANCE CRITERIA   |
|---|--|
| <i>Elements describe the essential outcomes.</i>    | <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>   |
| 1. Identify and investigate online service provider | 1.1 Undertake online research to identify suppliers of required products/services<br>1.2 Assess service provider confidentiality, security and privacy facilities in accordance with individual and organisational requirements<br>1.3 Assess potential products/services for authenticity |

| <b>ELEMENT</b>                             | <b>PERFORMANCE CRITERIA</b>   |
|--|---|
| 2. Perform online transactions             | <p>2.1 Confirm organisational requirements for products/services to be obtained</p> <p>2.2 Ensure authentication information is secured in accordance with organisational requirements</p> <p>2.3 Use appropriate online functions to obtain required products/services</p> <p>2.4 Report any difficulties in accessing or using online facilities to the service provider</p> <p>2.5 Complete transaction and ensure products/services are received in accordance with terms of online transaction</p> |
| 3. Maintain records of online transactions | <p>3.1 Maintain records of transactions in accordance with organisational policy, procedures and level of authority</p> <p>3.2 Compare organisational records with online records and deal with irregularities according to organisational policy and procedures</p>  |
| 4. Review online transactions              | <p>4.1 Review obtained products/services rendered to determine quality, timeliness and level of customer service in relation to advertised profile</p> <p>4.2 Make recommendations regarding continued or future use of online service provider, as supported by transaction history</p>  |

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| <b>Skill</b> | <b>Performance Criteria</b>      | <b>Description</b>  |
|--------------|----------------------------------|---|
| Learning     | 1.1                              | <ul style="list-style-type: none"> <li>Accesses a range of online information and contextualises to transaction requirements.</li> </ul>  |
| Reading      | 1.1-1.3, 2.2, 2.5, 3.1, 3.2, 4.1 | <ul style="list-style-type: none"> <li>Recognises and interprets numerical information within online content and organisational requirements to establish and complete required tasks and determine quality of content</li> </ul> |
| Writing      | 2.4, 3.1, 4.1, 4.2               | <ul style="list-style-type: none"> <li>Ensures specific and relevant language is used to communicate required information, and information is accurately maintained</li> </ul>  |



|                            |                                      |   |
|----------------------------|--------------------------------------|---|
| Oral Communication         | 2.1, 2.4, 4.2                        | <ul style="list-style-type: none"> <li>Articulates requirements clearly using listening and questioning techniques to clarify and confirm understanding and delivers specific and factual information appropriate to audience and environment</li> </ul>  |
| Navigate the world of work | 1.2, 2.1, 2.2, 2.5, 3.1, 3.2,        | <ul style="list-style-type: none"> <li>Recognises and follows explicit and implicit protocols and meets expectations associated with own role</li> </ul>  |
| Interact with others       | 2.4                                  | <ul style="list-style-type: none"> <li>Selects the appropriate form, channel and mode of communication for a specific purpose relevant to own role</li> </ul>   |
| Get the work done          | 1.1-1.3, 2.3-2.5, 3.1, 3.2, 4.1, 4.2 | <ul style="list-style-type: none"> <li>Develops plans to manage relatively complex, non-routine tasks with an awareness of how they may contribute to longer-term operational and strategic goals</li> <li>Recognises a range of familiar problems and seeks assistance from appropriate parties</li> <li>Uses a range of online applications to access, filter and extract information and process transactions</li> </ul> |

## Unit Mapping Information

| Code and title current version        | Code and title previous version        | Comments  | Equivalence status |
|---------------------------------------|--|---|--------------------|
| BSBITU305 Conduct online transactions | BSBITU305A Conduct online transactions | Updated to meet Standards for Training Packages | Equivalent unit    |

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

# Assessment Requirements for BSBITU305 Conduct online transactions

## Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

## Performance Evidence

Evidence of the ability to:

- adhere to organisational requirements when assessing an online service provider
- adhere to organisational requirements when performing online transactions including:
  - reporting faults to service provider
  - checking accuracy of products/services delivered
- maintain records according to organisational policy and procedures
- review effectiveness of online transactions.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline key provisions of relevant legislation that affect aspects of business operations
- explain policies and procedures relating to use of internet and online purchasing
- describe service provider requirements
- identify legal and ethical requirements relating to a range of online transactions.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the information and communications technology – IT use field of work and include access to:

- office equipment and resources
- relevant software applications
- organisational policies and procedures.

Assessors must satisfy NVR/AQTF assessor requirements.

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

## BSBITU306 Design and produce business documents

### Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

### Application

This unit describes the skills and knowledge required to design and produce various business documents and publications. It includes selecting and using a range of functions on a variety of computer applications.

It applies to individuals who possess fundamental skills in computer operations and keyboarding. They may exercise discretion and judgement using appropriate theoretical knowledge of document design and production to provide technical advice and support to a team.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Information and Communications Technology – IT Use

### Elements and Performance Criteria

| ELEMENT  | PERFORMANCE CRITERIA   |
|--|--|
| <i>Elements describe the essential outcomes.</i> | <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>   |
| 1. Select and prepare resources                  | 1.1 Select and use appropriate technology and software applications to produce required business documents<br>1.2 Select layout and style of publication according to information and organisational requirements<br>1.3 Ensure document design is consistent with company and/or client requirements, using basic design principles |

| ELEMENT              | PERFORMANCE CRITERIA  |
|----------------------|---|
|                      | 1.4 Discuss and clarify format and style with person requesting document/publication  |
| 2. Design document   | 2.1 Identify, open and generate files and records according to task and organisational requirements<br>2.2 Design document to ensure efficient entry of information and to maximise presentation and appearance of information<br>2.3 Use a range of functions to ensure consistency of design and layout<br>2.4 Operate input devices within designated requirements                                 |
| 3. Produce document  | 3.1 Complete document production within designated timelines according to organisational requirements<br>3.2 Check document produced to ensure it meets task requirements for style and layout<br>3.3 Store document appropriately and save document to avoid loss of data<br>3.4 Use manuals, training booklets and/or help-desks to overcome basic difficulties with document design and production |
| 4. Finalise document | 4.1 Proofread document for readability, accuracy and consistency of language, style and layout prior to final output<br>4.2 Make any modifications to document to meet requirements<br>4.3 Name and store document in accordance with organisational requirements and exit application without data loss/damage<br>4.4 Print and present document according to requirements                           |

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill   | Performance Criteria    | Description  |
|---------|-------------------------|--|
| Reading | 2.1, 2.2, 3.2, 3.4, 4.1 | <ul style="list-style-type: none"> <li>Recognises and interprets textual information from a range of sources to determine and adhere to requirements</li> <li>Applies strategies to self-correct and verify clarity and conformity of information</li> </ul> |

|                            |                                       |  |
|----------------------------|---------------------------------------|--|
| Writing                    | 2.2, 2.3, 3.1, 4.2, 4.3               | <ul style="list-style-type: none"> <li>Develops documents using required format, accurate spelling and grammar and terminology specific to requirements</li> <li>Organises content to support purposes and audience of material, using clear and logical language</li> </ul> |
| Oral Communication         | 1.4                                   | <ul style="list-style-type: none"> <li>Confirms requirements with relevant personnel using specific terminology and listening and questioning techniques</li> </ul>  |
| Navigate the world of work | 1.2, 1.3, 2.1, 2.4, 3.1, 3.2, 4.2-4.4 | <ul style="list-style-type: none"> <li>Recognises and follows explicit and implicit protocols and meets expectations associated with own role</li> </ul>   |
| Interact with others       | 1.4                                   | <ul style="list-style-type: none"> <li>Selects and uses appropriate conventions and protocols when communicating in a range of familiar work contexts</li> </ul>   |
| Get the work done          | 1.1-1.3, 2.1-2.4, 3.1-3.4, 4.1-4.4    | <ul style="list-style-type: none"> <li>Uses basic features and functions within applications to access, store, organise data and perform routine work tasks</li> </ul>   |

## Unit Mapping Information

| Code and title<br>current version               | Code and title<br>previous version               | Comments  | Equivalence status |
|---|--|---|--------------------|
| BSBITU306 Design and produce business documents | BSBITU306A Design and produce business documents | Updated to meet Standards for Training Packages | Equivalent unit    |

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

# Assessment Requirements for BSBITU306 Design and produce business documents

## Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

## Performance Evidence

Evidence of the ability to:

- select appropriate technology and software for design and production of business documents
- adhere to organisational requirements when:
  - selecting layout and style
  - opening and generating files
  - producing documents within designated timelines
  - naming and storing documents
  - printing and presenting documents
- adhere to task requirements when producing documents including:
  - applying basic design principles
  - applying consistent formatting
  - using appropriate styles
  - using correct layouts
  - proofreading as required
- use appropriate data storage options
- apply knowledge of functions and features of contemporary computer applications
- print and present completed documents.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify appropriate technology for production requirements

- describe functions and features of contemporary computer applications
- outline organisational policies, plans and procedures
- list organisational requirements for document design e.g. style guide.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the information and communications technology – IT use field of work and include access to:

- office equipment and resources
- relevant software applications
- examples of style guides
- organisational procedures.

Assessors must satisfy NVR/AQTF assessor requirements.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>



## BSBITU402 Develop and use complex spreadsheets

### Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

### Application

This unit describes the skills and knowledge required to use spreadsheet software to complete business tasks and produce complex documents.

It applies to individuals employed in a range of work environments who require skills in creation of complex spreadsheets to store and retrieve data. They may work as individuals providing administrative support within an enterprise, or may be independently responsible for designing and working with spreadsheets relevant to their own work roles.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Information and Communications Technology – IT Use

### Elements and Performance Criteria

| ELEMENT  | PERFORMANCE CRITERIA  |
|--|---|
| <i>Elements describe the essential outcomes.</i> | <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>  |
| 1. Prepare to develop spreadsheet                | 1.1 Organise personal work environment in accordance with ergonomic requirements<br>1.2 Analyse task and determine specifications for spreadsheets<br>1.3 Identify organisational and task requirements of data entry, storage, output, reporting and presentation requirements<br>1.4 Apply work organisation strategies and energy and resource |

| ELEMENT   | PERFORMANCE CRITERIA  |
|---|---|
|   | conservation techniques to plan work activities   |
| 2. Develop a linked spreadsheet solution          | <p>2.1 Utilise spreadsheet design software functions and formulae to meet identified requirements</p> <p>2.2 Link spreadsheets in accordance with software procedures</p> <p>2.3 Format cells and use data attributes assigned with relative and/or absolute cell references, in accordance with task specifications</p> <p>2.4 Test formulae to confirm output meets task requirements</p>   |
| 3. Automate and standardise spreadsheet operation | <p>3.1 Evaluate tasks to identify those where automation would increase efficiency</p> <p>3.2 Create, use and edit macros to fulfil requirements of task and automate spreadsheet operation</p> <p>3.3 Develop, edit and use templates to ensure consistency of design and layout for forms and reports, in accordance with organisational requirements</p>   |
| 4. Use spreadsheets                               | <p>4.1 Enter, check and amend data in accordance with organisational and task requirements</p> <p>4.2 Import and export data between compatible spreadsheets and adjust host documents, in accordance with software and system procedures</p> <p>4.3 Use manuals, user documentation and online help to overcome problems with spreadsheet design and production</p> <p>4.4 Preview, adjust and print spreadsheet in accordance with organisational and task requirements</p> <p>4.5 Name and store spreadsheet in accordance with organisational requirements and exit application without data loss or damage</p> |
| 5. Represent numerical data in graphic form       | <p>5.1 Determine style of graph to meet specified requirements and manipulate spreadsheet data if necessary to suit graph requirements</p> <p>5.2 Create graphs with labels and titles from numerical data contained in a spreadsheet file</p> <p>5.3 Save, view and print graph within designated timelines</p>  |

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| <b>Skill</b>               | <b>Performance Criteria</b>                                    | <b>Description</b>   |
|----------------------------|--|--|
| Reading                    | 1.2, 1.3, 2.3, 2.4, 3.1, 3.3, 4.1-4.5, 5.1, 5.2                | <ul style="list-style-type: none"> <li>Recognises and interprets numerical and textual information within a range of sources to determine and complete work according to requirements</li> <li>Reviews information to determine accuracy and consistency</li> </ul>  |
| Writing                    | 2.1-2.4, 3.2, 3.3, 4.1, 4.2, 4.4, 4.5, 5.2, 5.3                | <ul style="list-style-type: none"> <li>Uses formal mathematical language to create formulas and enters routine data using a format appropriate to requirements</li> <li>Develops material using syntactic structure, required format and incorporating technical functions to meet business needs</li> </ul>   |
| Oral Communication         | 1.2  | <ul style="list-style-type: none"> <li>Uses listening and questioning skills to clarify requirements</li> </ul>  |
| Numeracy                   | 2.1-2.4, 3.2, 4.1, 4.2, 5.2                                    | <ul style="list-style-type: none"> <li>Represents mathematical information in an alternative form and analyses information to determine required spreadsheet formulae and macros</li> </ul>  |
| Navigate the world of work | 1.1, 1.3, 1.4, 2.1-2.4, 3.2, 3.3, 4.1, 4.2, 4.4, 4.5, 5.1, 5.3 | <ul style="list-style-type: none"> <li>Recognises and follows explicit and implicit protocols and meets expectations associated with own role</li> </ul>   |
| Get the work done          | 1.2, 1.4, 2.1-2.4, 3.2, 3.3, 4.1-4.5, 5.1-5.3                  | <ul style="list-style-type: none"> <li>Applies formal processes when planning more complex/unfamiliar tasks, producing plans with logically sequenced steps</li> <li>Uses formal thinking techniques to generate new ideas</li> <li>Uses advanced features within applications to access, store, organise data and perform routine and complex work tasks</li> </ul> |

## Unit Mapping Information

| <b>Code and title current version</b> | <b>Code and title previous version</b> | <b>Comments</b>               | <b>Equivalence status</b> |
|---------------------------------------|--|-------------------------------|---------------------------|
| BSBITU402 Develop and use complex     | BSBITU402A Develop and use             | Updated to meet Standards for | Equivalent unit           |

| <b>Code and title<br/>current version</b> | <b>Code and title<br/>previous version</b> | <b>Comments</b>   | <b>Equivalence status</b> |
|---|--|-------------------|---------------------------|
| spreadsheets                              | complex spreadsheets                       | Training Packages |                           |

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

# Assessment Requirements for BSBITU402 Develop and use complex spreadsheets

## Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

## Performance Evidence

Evidence of the ability to:

- follow organisational and safe work practices including:
  - ergonomic requirements
  - energy and resource conservation techniques
- adhere to organisational requirements for:
  - ensuring consistency of style, design and layout
  - saving and printing documents within designated timelines
  - naming and storing documents
- adhere to identified or task requirements when producing documents including:
  - editing macros and automating some tasks
  - using appropriate templates
  - creating graphs to represent data
- resolve issues by referring to user documentation and online help
- use appropriate data storage options
- evaluate tasks to improve efficiency
- apply knowledge of functions and features of contemporary computer applications
- communicate with relevant personnel.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain advanced functions of spreadsheet software applications
- describe impact of formatting and design on presentation and readability of data

- explain organisational requirements for ergonomics, work periods and breaks, and conservation techniques.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the information and communications technology – IT use field of work and include access to:

- organisational policies and procedures
- relevant workplace documentation and resources
- industry software packages and user instructions.

Assessors must satisfy NVR/AQTF assessor requirements.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

## BSBLIB504 Develop exhibition concepts

### Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with BSB Business Services Training Package Version 2.0. |

### Application

This unit describes the skills and knowledge required to explore potential themes and storylines to inform the overall development of exhibition concepts.

It applies to individuals who explore and develop concepts and ideas for a cultural exhibition, who work autonomously, but in consultation and collaboration with others.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Library – Exhibitions and Visitor Programs

### Elements and Performance Criteria

| ELEMENT   | PERFORMANCE CRITERIA   |
|---|--|
| <i>Elements describe the essential outcomes.</i>  | <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>   |
| 1 Establish purpose and objectives of exhibitions | 1.1 Research characteristics of potential audiences for exhibitions<br>1.2 Confirm purpose, scope and objectives of exhibitions in consultation with stakeholders<br>1.3 Develop broad parameters for content, based on objectives, audience needs, community feedback, and collection and organisational parameters |
| 2 Research exhibition concepts                    | 2.1 Research historical, cultural and other influences that impact concept development   |

| ELEMENT                        | PERFORMANCE CRITERIA  |
|--------------------------------|---|
|                                | 2.2 Undertake critical analysis of sources and references to inform concept development<br>2.3 Identify and source appropriate specialists for assistance<br>2.4 Explore and adapt relevant ideas from other practitioners or exhibitions with consideration of intellectual property, moral rights and copyright |
| 3 Develop and propose concepts | 3.1 Use information collected to develop and expand ideas and concepts<br>3.2 Test own ideas and approaches against purpose and objectives of exhibitions, as well as ideas from colleagues<br>3.3 Prepare concept proposals in appropriate format<br>3.4 Gain required approvals                                 |

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill                      | Performance Criteria        | Description   |
|----------------------------|-----------------------------|---|
| Reading                    | 1.1, 2.1, 2.2, 2.4          | <ul style="list-style-type: none"> <li>Interprets and analyses a range of texts to explore ideas and concepts to meet purposes of different exhibitions</li> </ul>  |
| Writing                    | 1.2, 1.3, 2.2-2.4, 3.3, 3.4 | <ul style="list-style-type: none"> <li>Uses clear language, correct spelling and grammar and appropriate terminology to convey information to a range of personnel</li> </ul>   |
| Oral Communication         | 1.2, 2.3, 3.2, 3.4          | <ul style="list-style-type: none"> <li>Elicits views and opinions of others</li> <li>Obtains information by listening and questioning</li> <li>Participates in a verbal exchange of ideas or solutions</li> <li>Uses clear language to contribute information and express requirements</li> </ul> |
| Navigate the world of work | 1.3, 2.4, 3.3, 3.4          | <ul style="list-style-type: none"> <li>Works independently and collectively in making decisions to achieve organisation outcomes in relation to exhibition concepts</li> <li>Takes full responsibility for following policies, procedures and regulatory requirements</li> </ul>                  |
| Interact with others       | 1.2, 2.3, 3.2, 3.4          | <ul style="list-style-type: none"> <li>Collaborates and cooperates with others to achieve joint outcomes</li> </ul>   |



|                   |                           |   |
|-------------------|---------------------------|---|
| Get the work done | 1.1-1.3, 2.1-2.4, 3.1-3.3 | <ul style="list-style-type: none"> <li>• Considers whether others should be involved in decision-making, using collaborative processes as part of the decision-making process</li> <li>• Systematically gathers and analyses all relevant information and evaluates options to make informed decisions</li> <li>• Uses formal analytical thinking techniques for identifying issues and generating possible solutions, seeking input from others as required</li> <li>• Develops new and innovative ideas through exploration, analysis and critical thinking</li> <li>• Uses main features and functions of digital tools to complete work tasks and access information</li> </ul> |
|-------------------|---------------------------|---|

## Unit Mapping Information

| Code and title<br>current version     | Code and title<br>previous version     | Comments   | Equivalence status |
|---------------------------------------|--|--|--------------------|
| BSBLIB504 Develop exhibition concepts | CULEVP504A Develop exhibition concepts | <p>Updated to meet Standards for Training Packages</p> <p>Unit moved from Library, Information and Cultural Services Training Package to Business Services Training Package.</p> | Equivalent unit    |

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

# Assessment Requirements for BSBLIB504 Develop exhibition concepts

## Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with BSB Business Services Training Package Version 2.0. |

## Performance Evidence

Evidence of the ability to:

- apply sound research and analytical skills to inform the development of exhibition concepts
- develop creative exhibition concepts that are designed to achieve the given purpose, scope and objectives.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify sources of information and research data relevant to collections
- explain processes for drawing links between collections, research data and audience needs
- outline roles of personnel involved in exhibition development process and how these interrelate
- discuss current trends in exhibition development
- explain concepts of themes, sub-themes, storylines and interpretation within exhibition development
- identify copyright, moral rights and intellectual property legislation and issues that impact exhibition concept development
- outline cultural protocols relevant to exhibition concept development, including those for the exhibition of Aboriginal or Torres Strait Islander material
- explain collection and interpretive techniques.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the Library – Exhibitions and Visitor Programs field of work and include access to:

- a collection around which an exhibition concept can be developed
- relevant research materials and information sources
- case studies or, where possible, real situations.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

## BSBMGT517 Manage operational plan

### Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

### Application

This unit describes the skills and knowledge required to develop and monitor implementation of the operational plan to provide efficient and effective workplace practices within the organisation's productivity and profitability plans.

Management at a strategic level requires systems and procedures to be developed and implemented to facilitate the organisation's operational plan.

This unit applies to individuals who manage the work of others and operate within the parameters of a broader strategic and/or business plan.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Management and Leadership – Management

### Elements and Performance Criteria

| ELEMENT  | PERFORMANCE CRITERIA   |
|--|--|
| <i>Elements describe the essential outcomes.</i> | <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>   |
| 1. Develop operational plan                      | 1.1 Research, analyse and document resource requirements and develop an operational plan in consultation with relevant personnel, colleagues and specialist resource managers<br>1.2 Develop and/or implement consultation processes as an |

| ELEMENT                                       | PERFORMANCE CRITERIA  |
|---|---|
|   | <p>integral part of the operational planning process</p> <p>1.3 Ensure the operational plan includes key performance indicators to measure organisational performance</p> <p>1.4 Develop and implement contingency plans for the operational plan</p> <p>1.5 Ensure the development and presentation of proposals for resource requirements is supported by a variety of information sources and seek specialist advice as required</p> <p>1.6 Obtain approval for the plan from relevant parties and explain the plan to relevant work teams</p>   |
| 2. Plan and manage resource acquisition       | <p>2.1 Develop and implement strategies to ensure that employees are recruited and/or inducted within the organisation's human resources management policies, practices and procedures</p> <p>2.2 Develop and implement strategies to ensure that physical resources and services are acquired in accordance with the organisation's policies, practices and procedures</p> <p>2.3 Recognise and incorporate requirements for intellectual property rights and responsibilities in recruitment and acquisition of resources and services</p>  |
| 3. Monitor and review operational performance | <p>3.1 Develop, monitor and review performance systems and processes to assess progress in achieving profit and productivity plans and targets</p> <p>3.2 Analyse and interpret budget and actual financial information to monitor and review profit and productivity performance</p> <p>3.3 Identify areas of under-performance, recommend solutions and take prompt action to rectify the situation</p> <p>3.4 Plan and implement systems to ensure that mentoring and coaching are provided to support individuals and teams to effectively, economically and safely use resources</p> <p>3.5 Negotiate recommendations for variations to operational plans and gain approval from designated persons/groups</p> <p>3.6 Develop and implement systems to ensure that procedures and records associated with documenting performance are managed in accordance with organisational requirements</p> |

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill                      | Performance Criteria                        | Description  |
|----------------------------|---|--|
| Reading                    | 1.1, 1.5, 2.1, 2.2, 3.1, 3.2, 3.3, 3.4, 3.6 | <ul style="list-style-type: none"> <li>Identifies and extracts relevant information from a range of complex texts</li> <li>Gathers, interprets and analyses workplace documentation to determine requirements for the operational plan</li> </ul>  |
| Writing                    | 1.1-1.5, 2.1, 2.2, 3.1-3.6                  | <ul style="list-style-type: none"> <li>Develops and documents a range of detailed texts relating to the management of an operational plan according to organisational requirements</li> <li>Ensures the vocabulary, grammatical structures and conventions are appropriate for the context and target audience</li> </ul>  |
| Oral Communication         | 1.1, 1.2, 1.5, 1.6, 3.4, 3.5                | <ul style="list-style-type: none"> <li>Presents information to a range of audiences using appropriate register, vocabulary and paralinguistic features</li> <li>Listens and comprehends information from a variety of spoken exchanges with clients, co-workers and other stakeholders</li> <li>Confirms understanding through questioning and active listening</li> </ul> |
| Numeracy                   | 1.1, 1.3, 1.4, 3.1-3.4                      | <ul style="list-style-type: none"> <li>Selects and uses mathematical problem-solving strategies to organise resource requirements, performance benchmarks and financial viability of the operational plan</li> </ul>   |
| Navigate the world of work | 2.1, 2.2, 3.4, 3.6                          | <ul style="list-style-type: none"> <li>Monitors adherence to organisational policies, procedures and considers own role in terms of its contribution to broader goals of the work environment</li> <li>Appreciates the implications of legal responsibilities with specific reference to health and safety</li> </ul>  |
| Interact with others       | 1.1, 1.2, 1.5, 1.6, 3.5                     | <ul style="list-style-type: none"> <li>Identifies and uses appropriate conventions and protocols when communicating with colleagues and external stakeholders</li> <li>Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group interaction, influencing direction and taking a leadership role on occasion</li> </ul>   |
| Get the work done          | 1.1-1.5, 2.1, 2.2, 3.1, 3.3, 3.4, 3.6       | <ul style="list-style-type: none"> <li>Takes responsibility for developing and implementing systems and processes to achieve organisational objectives, seeking advice, feedback and support as</li> </ul>   |

|  |  |   |
|--|--|---|
|  |  | <p>required to assist in the development and planning phase</p> <ul style="list-style-type: none"> <li>Sequences and schedules complex activities, monitors implementation, and manages relevant communication</li> <li>Uses systematic analytical processes to aid decision making, identify potential problems and generate contingency plans or solutions</li> </ul> |
|--|--|---|

## Unit Mapping Information

| Code and title<br>current version    | Code and title<br>previous version    | Comments  | Equivalence status |
|--------------------------------------|---------------------------------------|---|--------------------|
| BSBMGT517<br>Manage operational plan | BSBMGT515A<br>Manage operational plan | <p>Updated to meet Standards for Training Packages.</p> <p>Edits to clarify intent of Performance Criteria.</p> <p>Additional performance criterion and evidence for intellectual property.</p> | No equivalent unit |

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

# Assessment Requirements for BSBMGT517 Manage operational plan

## Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

## Performance Evidence

Evidence of the ability to:

- develop and implement an operational plan using a variety of information sources and consultation (including using specialist advice if required) which includes:
  - resource requirements
  - key performance indicators
  - monitoring processes
  - contingency plans
- communicate effectively with relevant stakeholders to explain the plan and supporting information, seek approvals, negotiate variations and engage work teams
- develop and implement strategies to achieve the operational plan within the organisation's policies, practices and procedures including:
  - recruiting, inducting and developing personnel
  - acquiring physical resources and services
  - protecting intellectual property
  - making variations to the plan
  - monitoring and documenting performance.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe models and methods for operational plans
- explain the role of an operational plan in achieving the organisation's objectives
- explain budgeting processes



- list alternative approaches to developing key performance indicators to meet business objectives
- outline the legislative and regulatory context relevant to the operational plan of the organisation
- outline the organisation's policies, practices and procedures that directly relate to the operational plan.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership field of work and include access to:

- relevant legislation and regulations
- workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

# BSBMGT608 Manage innovation and continuous improvement

## Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

## Application

This unit describes the skills and knowledge required to sustain and develop an environment in which continuous improvement, innovation and learning are promoted and rewarded.

It applies to people with managerial responsibilities who aim to build a better and more effective work environment. Continuous improvement and innovation have links with the model of the learning organisation and people working at this level play an important role in building the culture, values and attitudes of the organisation.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Management and Leadership – Management

## Elements and Performance Criteria

| ELEMENT  | PERFORMANCE CRITERIA   |
|--|--|
| <i>Elements describe the essential outcomes.</i> | <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>   |
| 1. Review programs, systems and processes        | 1.1 Establish strategies to monitor and evaluate performance and sustainability of key systems and processes<br>1.2 Undertake detailed analyses of supply chains, and operational, product and service delivery systems<br>1.3 Identify performance measures, and assessment tools and techniques, and evaluate their effectiveness<br>1.4 Analyse performance reports and variance from plans for key |

| ELEMENT                                       | PERFORMANCE CRITERIA  |
|---|---|
|   | <p>result areas of the organisation</p> <p>1.5 Identify and analyse changing trends and opportunities relevant to the organisation</p> <p>1.6 Seek advice from specialists, where appropriate, to identify technology and electronic commerce opportunities</p>   |
| 2. Develop options for continuous improvement | <p>2.1 Brief groups on performance improvement strategies and innovation as an essential element of competition</p> <p>2.2 Foster creative climate and organisational learning by promoting interaction within and between work groups</p> <p>2.3 Encourage, test and recognise new ideas and entrepreneurial behaviour where successful</p> <p>2.4 Accept failure of an idea during trialling and recognise, celebrate and embed success into systems</p> <p>2.5 Undertake risk management and cost-benefit analysis for each option or idea approved for trial</p> <p>2.6 Approve innovations through agreed organisational processes</p>   |
| 3. Implement innovative processes             | <p>3.1 Promote continuous improvement and sustainability as essential to doing business</p> <p>3.2 Address the impact of change and consequences for people and implement transition plans</p> <p>3.3 Ensure objectives, timeframes, measures and communication plans are in place to manage implementation</p> <p>3.4 Implement contingency plans in the event of non-performance</p> <p>3.5 Follow up failure by prompt investigation and analysis of causes and manage emerging challenges and opportunities effectively</p> <p>3.6 Ensure that learnings from activities are captured and managed to inform future work</p> <p>3.7 Regularly evaluate continuous improvement systems and processes</p> <p>3.8 Communicate costs and benefits of innovations and improvements to relevant groups and individuals</p> |

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill                      | Performance Criteria   | Description   |
|----------------------------|--|---|
| Learning                   | 3.6  | <ul style="list-style-type: none"> <li>Plans and implements strategies to review and improve own performance</li> </ul>   |
| Reading                    | 1.1-1.5, 2.5, 2.6, 3.2-3.5, 3.7                                      | <ul style="list-style-type: none"> <li>Analyses, evaluates and integrates facts and ideas to construct meaning from a range of text types</li> </ul>  |
| Writing                    | 1.1-1.5, 2.1, 2.5, 3.2, 3.3, 3.5, 3.6, 3.7, 3.8                      | <ul style="list-style-type: none"> <li>Integrates information and ideas from a range of sources, utilising appropriate support materials</li> <li>Communicates complex relationships between ideas and information, matching style of writing to purpose and audience</li> </ul>  |
| Oral Communication         | 1.6, 2.1-2.4, 3.1, 3.5, 3.8  | <ul style="list-style-type: none"> <li>Participates in a variety of spoken exchanges with co-workers and stakeholders when developing options and implementing the continuous improvement plan</li> </ul>   |
| Numeracy                   | 1.1-1.5, 2.5, 3.3  | <ul style="list-style-type: none"> <li>Selects and interprets mathematical information to analyse performance</li> <li>Performs calculations required to establish timeframes, cost-benefits and measures for continuous improvement and innovation processes</li> </ul>  |
| Navigate the world of work | 2.6  | <ul style="list-style-type: none"> <li>Adheres to organisational policies and procedures and considers own role in terms of its contribution to broader goals of the work environment</li> </ul>  |
| Interact with others       | 1.6, 2.1-2.4, 3.1, 3.5, 3.8  | <ul style="list-style-type: none"> <li>Recognises the importance of taking audience, purpose and contextual factors into account when making decisions about what to communicate, with whom, why and how</li> <li>Recognises the importance of building rapport to establish positive and effective working relationships</li> <li>Collaborates with others to achieve joint outcomes, playing an active role in encouraging innovation and facilitating effective group interaction</li> </ul> |
| Get the work done          | 1.1, 1.2, 1.3, 1.5, 1.6, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.7 | <ul style="list-style-type: none"> <li>Plans, organises, implements or reviews organisational strategies, systems and processes</li> <li>Applies problem-solving processes to identify risks, evaluate options and determine solutions</li> <li>Uses lateral and analytical thinking to evaluate options against needs, resources and constraints before making decisions</li> <li>Facilitates a climate in which creativity and innovation</li> </ul>  |

|  |  |   |
|--|--|---|
|  |  | <p>are accepted as an integral part of achieving outcomes</p> <ul style="list-style-type: none"> <li>• Recognises that the current way is only one way of doing something and explores possibilities that challenge current approaches</li> <li>• Actively identifies systems, devices and applications with potential to meet current and or future needs, with the help of specialists</li> </ul> |
|--|--|---|

## Unit Mapping Information

| Code and title<br>current version                               | Code and title<br>previous version                               | Comments  | Equivalence status |
|---|--|---|--------------------|
| BSBMGT608<br>Manage innovation<br>and continuous<br>improvement | BSBMGT608C<br>Manage innovation<br>and continuous<br>improvement | Updated to meet<br>Standards for Training<br>Packages | Equivalent unit    |

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

# Assessment Requirements for BSBMGT608 Manage innovation and continuous improvement

## Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

## Performance Evidence

Evidence of the ability to:

- analyse and evaluate systems and performance in key areas of the organisation and identify opportunities for improvement, seeking advice from experts as appropriate
- promote the value of creativity, innovation and sustainability and recognise successes
- support the testing and trialling of new ideas and undertake risk management and cost-benefit analysis for options
- plan for and implement improvements using organisation's processes for approvals, project management and change management
- facilitate effective contributions to and communications about continuous improvement and innovation
- capture insights, experiences and ideas for improvements and incorporate them into the organisation's knowledge management systems and future planning.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline cost-benefit analysis methods
- describe creativity and innovation theories and concepts
- list organisational learning principles
- identify quality management and continuous improvement theories
- describe relevant risk management concepts
- outline relevant sustainability practices.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership field of work and include access to:

- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

## BSBMGT617 Develop and implement a business plan

### Modification History

| Release   | Comments   |
|-----------|--|
| Version 1 | This version first released with BSB Business Services Training Package Version 1.0. |

### Application

This unit describes the skills and knowledge required to run a business operation and covers the steps required to develop and implement a business plan.

It applies to individuals who are running an organisation or who take a senior role in determining the effective functioning and success of the organisation. As such, they may oversee the work of a number of teams and other managers.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Management and Leadership – Management

### Elements and Performance Criteria

| ELEMENT  | PERFORMANCE CRITERIA  |
|--|---|
| <i>Elements describe the essential outcomes.</i> | <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>  |
| 1. Develop business plan                         | 1.1 Review and evaluate pre-existing strategic, business and operational plan, if available<br>1.2 Analyse and interpret business vision, mission, values and objectives<br>1.3 Consult with key stakeholders<br>1.4 Review market requirements for the product or service, profile customer needs and research pricing options |



| ELEMENT                        | PERFORMANCE CRITERIA  |
|--------------------------------|---|
|                                | 1.5 Develop performance objectives and measures through consultation with key stakeholders<br>1.6 Identify financial, human and physical resource requirements for the business<br>1.7 Consider any permits or licences that may be required for new activity<br>1.8 Write business plan  |
| 2. Monitor performance         | 2.1 Communicate business plan to all relevant parties and ensure understanding of performance requirements and timeframes<br>2.2 Ensure skilled labour is available to implement plan<br>2.3 Test performance measurement systems and refine, if necessary<br>2.4 Ensure timely reports on all key aspects of the business are available, user-friendly and balanced in terms of financial and non-financial performance<br>2.5 Report system failures, product failures and variances to the business plan as they occur |
| 3. Respond to performance data | 3.1 Analyse performance reports against planned objectives<br>3.2 Review performance indicators and refine if necessary<br>3.3 Ensure groups and individuals contributing to under-performance are coached, and provide training where appropriate<br>3.4 Review system processes and work methods regularly as part of continuous improvement  |

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill   | Performance Criteria                   | Description   |
|---------|--|---|
| Reading | 1.1, 1.2, 1.4, 1.7, 2.3, 3.1, 3.2, 3.4 | <ul style="list-style-type: none"> <li>Gathers, interprets and analyses textual information when developing the business plan and monitoring operational performance</li> <li>Utilises understanding of distinguishing structures and features of a range of text as well as recognising and</li> </ul> |

|                            |   |   |
|----------------------------|---|---|
|                            |   | reflecting on context, purpose and audience   |
| Writing                    | 1.1, 1.2, 1.4, 1.5, 1.8, 2.3, 2.5, 3.2, 3.3, 3.4      | <ul style="list-style-type: none"> <li>Communicates relationships between ideas and information, matching style of writing to purpose and audience</li> <li>Researches, plans and prepares business plan for relevant stakeholders</li> </ul>   |
| Oral Communication         | 1.3, 1.5, 2.1, 3.3                                    | <ul style="list-style-type: none"> <li>Presents information and seeks advice using language and features appropriate to audience</li> <li>Participates in discussions using listening and questioning to elicit the views of others and to clarify or confirm understanding</li> </ul>  |
| Numeracy                   | 1.1, 1.4, 1.5, 1.6, 1.8, 2.3, 2.4, 3.1, 3.2           | <ul style="list-style-type: none"> <li>Extracts and evaluates mathematical information to review the market, research competitors and review pricing structures</li> </ul>  |
| Navigate the world of work | 1.7   | <ul style="list-style-type: none"> <li>Takes full responsibility for identifying and complying with legislative requirements applicable to self and the organisation</li> </ul>   |
| Interact with others       | 1.3, 1.5, 2.1, 3.3                                    | <ul style="list-style-type: none"> <li>Selects and uses appropriate conventions and protocols when communicating with internal and external stakeholders to seek or share information</li> <li>Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group interaction, influencing direction and taking a leadership role</li> <li>Provides support in field of expertise to colleagues, as required</li> </ul> |
| Get the work done          | 1.2, 1.4, 1.5, 1.6, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4 | <ul style="list-style-type: none"> <li>Sequences and schedules complex activities, monitors implementation and manages relevant communication</li> <li>Systematically gathers and analyses all relevant information and evaluates options in order to monitor performance and identify opportunities for improvement</li> </ul>   |

## Unit Mapping Information

| Code and title<br>current version              | Code and title<br>previous version               | Comments  | Equivalence status |
|--|--|---|--------------------|
| BSBMGT617Develop and implement a business plan | BSBMGT617A Develop and implement a business plan | Updated to meet Standards for Training Packages | Equivalent unit    |

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

# Assessment Requirements for BSBMGT617 Develop and implement a business plan

## Modification History

| Release   | Comments   |
|-----------|--|
| Version 1 | This version first released with BSB Business Services Training Package Version 1.0. |

## Performance Evidence

Evidence of the ability to:

- analyse and research business vision, mission, values, objectives, goals, competitors, financial targets, management arrangements, marketing approaches and strategic, business and operational plans
- write a business plan which includes a description of the business, products and services, financial, physical and human resource requirements, permit and licence requirements, marketing activity, financial indicators, productivity and performance targets for key result areas
- implement a business plan including ensuring skilled labour is available, and that training is provided where appropriate
- monitor and respond to business performance including evaluation of performance against key results indicators including profit and loss, community awareness or branding, environmental impact, governance, quality, sales, triple bottom line and the workforce
- consult, communicate with and report to key stakeholders including business partners, financiers, customers, staff and technical advisers
- provide an analysis of the strengths and weaknesses of a business plan.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline processes for developing business plans
- describe performance objectives and measures including key performance indicators
- identify key stakeholders.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership field of work and include access to:

- appropriate documentation and resources normally used in the workplace
- strategic, business and operational plans
- business information and data
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

## BSBMKG401 Profile the market

### Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

### Application

This unit describes the skills and knowledge required to profile a target market or market segments in accordance with a marketing plan and to develop market positioning strategies.

It applies to individuals working in a variety of marketing communications occupational roles who have responsibility for a range of tasks involving analysis and planning.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Business Development – Marketing

### Elements and Performance Criteria

| ELEMENT  | PERFORMANCE CRITERIA   |
|--|--|
| <i>Elements describe the essential outcomes.</i> | <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>   |
| 1. Segment market                                | 1.1 Identify criteria for use in segmenting market in accordance with marketing plan<br>1.2 Identify and access sources of information for segmenting and profiling markets in accordance with marketing plan<br>1.3 Segment market in accordance with identified criteria<br>1.4 Review market segments for their usefulness in terms of factors such as their size, potential, distinctive needs, easy identification of members or distinctive media use patterns |

| ELEMENT                         | PERFORMANCE CRITERIA   |
|---------------------------------|--|
|                                 | 1.5 Select market segments to meet marketing objectives, and choose and apply new segmentation criteria if required  |
| 2. Identify target market       | 2.1 Evaluate approaches to determining and describing total market for a product or service<br>2.2 Define target market in terms of consumers to be included as prospective users of a product or service, and selected market segments<br>2.3 Use segment descriptors to describe target market<br>2.4 Identify available strategic marketing options and select targeting strategies that best meet requirements of the marketing plan   |
| 3. Profile target audience      | 3.1 Describe total market and selected market segments using a consumer profile<br>3.2 Identify consumer characteristics in standard statistical terms and/or descriptive terms used in media selection in consumer profile<br>3.3 Use demographic and/or psychographic descriptions in consumer profile in accordance with requirements of the marketing plan<br>3.4 Describe consumer attitudes to products or services being offered<br>3.5 Ensure profile meets organisational requirements of language, format, content and level of detail |
| 4. Develop positioning strategy | 4.1 Identify available positioning strategies and choose a strategy to meet marketing requirements and consumer profile<br>4.2 Write a positioning implementation plan containing several options, in accordance with organisational requirements<br>4.3 Submit plan to supervisor within specified timelines and make appropriate adjustments based on feedback   |

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill | Performance Criteria | Description |
|-------|----------------------|-------------|
|       |                      |             |

|                            |  |  |
|----------------------------|--|--|
| Reading                    | 1.1-1.4, 2.1, 2.2, 2.4, 3.2, 3.3, 4.1  | <ul style="list-style-type: none"> <li>Gathers, interprets and analyses a variety of textual information from a range of sources to identify relevant and key information</li> </ul>   |
| Writing                    | 1.3, 2.2, 2.3, 3.1-3.5, 4.2, 4.3       | <ul style="list-style-type: none"> <li>Prepares strategic business documentation incorporating appropriate vocabulary, grammatical structure and conventions appropriate to text and audience</li> </ul>   |
| Numeracy                   | 1.1-1.5, 2.1, 2.2, 2.4, 3.2, 3.3       | <ul style="list-style-type: none"> <li>Uses mathematical skills to interpret and process data and statistical information</li> </ul>   |
| Navigate the world of work | 1.1, 1.2, 1.5, 2.4, 3.3, 3.5, 4.1, 4.2 | <ul style="list-style-type: none"> <li>Adheres to implicit and explicit organisational goals, policies and procedures</li> </ul>   |
| Interact with others       | 4.3                                    | <ul style="list-style-type: none"> <li>Selects appropriate form, channel and mode of communication for a specific purpose relevant to own role</li> </ul>  |
| Get the work done          | 1.2-1.5, 2.1, 2.4, 4.1-4.3             | <ul style="list-style-type: none"> <li>Develops and implements plans to manage relatively complex, non-routine tasks with an awareness of how they contribute to organisational goals</li> <li>Makes decisions by systematically analysing information, identifying and evaluating options against set criteria, and choosing most appropriate option</li> </ul> |

## Unit Mapping Information

| Code and title<br>current version | Code and title<br>previous version | Comments  | Equivalence status |
|-----------------------------------|------------------------------------|---|--------------------|
| BSBMKG401 Profile the market      | BSBMKG401B Profile the market      | Updated to meet Standards for Training Packages | Equivalent unit    |

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>



## Assessment Requirements for BSBMKG401 Profile the market

### Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

### Performance Evidence

Evidence of the ability to:

- develop a market positioning strategy that documents market segmentation, consumer profiling, targeting and strategies relevant to a product or service being offered to the marketplace.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

### Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify relevant information relating to the Australian Marketing Institute Code of Professional Conduct
- outline requirements of legislation affecting marketing roles
- explain data collection and analysis techniques
- outline relevant industry knowledge including:
  - components of marketing mix
  - elements of marketing planning
- explain marketing communications concepts and processes
- identify organisational structures, roles, responsibilities, business and marketing plans
- demonstrate knowledge of relevant product and service standards and best practice models
- outline relevant statistical terms used by the Australian Bureau of Statistics.

### Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the business development – marketing field of work and include access to:

- relevant legislation, regulations, standards and codes

- relevant workplace documentation and resources
- case studies and, where possible, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

## BSBMKG412 Conduct e-marketing communications

### Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

### Application

This unit describes the skills and knowledge required to prepare electronic advertisements for use in internet, email or facsimile marketing communications, and to evaluate their effectiveness in achieving marketing objectives.

It applies to individuals working in promotional roles who are required to use electronic communications and existing business websites to effectively convey marketing communications and achieve marketing objectives in accordance with marketing or e-marketing plans.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Business Development – Marketing

### Elements and Performance Criteria

| ELEMENT  | PERFORMANCE CRITERIA  |
|--|---|
| <i>Elements describe the essential outcomes.</i> | <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>  |
| 1. Prepare electronic advertisements             | 1.1 Choose media for electronic advertisements in accordance with the organisation's marketing (or e-marketing) strategy<br>1.2 Select multiple marketing channels to optimise marketing effort<br>1.3 Ensure copy and design elements communicate desired image, features and benefits of products or services, and suit |

| ELEMENT  | PERFORMANCE CRITERIA  |
|--|---|
|  | <p>characteristics of chosen media</p> <p>1.4 Position and size each element of advertisement to achieve balance and focus</p> <p>1.5 Ensure typeface selections suit product, chosen media and central message of advertisement, and that layout achieves balance in its elements including white space and margins</p> <p>1.6 Ensure any added sound, animation or graphics enhance content of advertisements and do not distract from message</p> <p>1.7 Ensure advertisements meet requirements of marketing strategy as well as legal and ethical requirements</p> |
| 2. Use business website as e-marketing tool    | <p>2.1 Identify website marketing objectives in organisation's marketing (or e-marketing) strategy and plan</p> <p>2.2 Ensure website design meets objectives and conveys required image of the business and features and benefits of its products or services</p> <p>2.3 Ensure website content, site map, navigation buttons, frames and multiple pages are in accordance with marketing strategy and plan</p> <p>2.4 Ensure website incorporates data recording, contacts and feedback mechanisms to allow evaluation of website as a marketing tool</p>             |
| 3. Use e-marketing                             | <p>3.1 Identify required media vehicles and website hotlinks for electronic advertisements, and negotiate contracts for website development where necessary to meet requirements of the marketing strategy, budget and legal and ethical requirements</p> <p>3.2 Promote marketing channels to identified target market segments</p> <p>3.3 Place or disseminate electronic advertisements in accordance with marketing strategy, media contracts, and legal and ethical requirements</p>   |
| 4. Monitor and evaluate results of e-marketing | <p>4.1 Monitor transmission of electronic advertisements or other e-marketing products and rectify any errors or omissions</p> <p>4.2 Develop measures of effectiveness for e-marketing advertisements and monitor effectiveness</p> <p>4.3 Evaluate effectiveness of e-marketing advertisements against measures of effectiveness and record outcomes in accordance with organisational requirements</p> <p>4.4 Use outcomes of evaluation activities and other feedback from</p>  |

| ELEMENT | PERFORMANCE CRITERIA   |
|---------|--|
|         | marketing channels to plan for improvements to e-marketing strategies and products |

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill                      | Performance Criteria                     | Description   |
|----------------------------|--|---|
| Reading                    | 1.1, 1.3, 1.7, 2.1-2.4, 3.1-3.3, 4.1-4.4 | <ul style="list-style-type: none"> <li>Interprets textual information obtained from a range of sources and determines how content may be applied to individuals and to organisational requirements</li> </ul>   |
| Writing                    | 1.3, 2.2-2.4, 3.2, 3.3, 4.1-4.4          | <ul style="list-style-type: none"> <li>Integrates information from a number of sources to develop material that supports the purposes and format of the documentation using suitable grammatical structure and clear, logical language</li> </ul>   |
| Oral Communication         | 3.1, 3.2                                 | <ul style="list-style-type: none"> <li>Articulates ideas and requirements clearly and creatively based on techniques appropriate to audience and environment</li> <li>Elicits the view and opinions of others by listening and questioning</li> </ul>   |
| Numeracy                   | 1.4, 1.5, 3.1, 4.2-4.4                   | <ul style="list-style-type: none"> <li>Uses basic mathematical skills to ensure advertisement layout designs are correct</li> <li>Interprets and analyses statistical information to help design and determine measures of effectiveness</li> </ul>   |
| Navigate the world of work | 1.1, 1.7, 3.1, 3.3, 4.3                  | <ul style="list-style-type: none"> <li>Appreciates the implications of ethical, legal and regulatory responsibilities related to own work</li> <li>Adheres to organisational policies and procedures and considers own role in terms of its contribution to broader goals of the work environment</li> </ul>                                |
| Interact with others       | 3.2, 3.3                                 | <ul style="list-style-type: none"> <li>Selects the appropriate form, channel and mode of communication for a specific purpose relevant to own role</li> </ul>   |
| Get the work done          | 1.1-1.7, 2.1-2.4, 3.1, 4.2               | <ul style="list-style-type: none"> <li>Develops plans to manage tasks with an awareness of how they may contribute to longer term operational and strategic goals</li> <li>Takes responsibility for the outcomes of routine decisions related directly to own role</li> <li>Understands the purposes, specific functions and key</li> </ul> |

|  |  |  |
|--|--|--|
|  |  | <p>features of common digital systems and tools and operates them effectively to complete routine tasks</p> <ul style="list-style-type: none"> <li>• Understands and explicitly applies some basic principles of analytical and lateral thinking</li> <li>• Recognises and takes responsibility for addressing predictable and some less predictable problems in familiar work contexts</li> </ul> |
|--|--|--|

## Unit Mapping Information

| Code and title<br>current version               | Code and title<br>previous version               | Comments  | Equivalence status |
|---|--|---|--------------------|
| BSBMKG412<br>Conduct e-marketing communications | BSBMKG412A<br>Conduct e-marketing communications | Updated to meet Standards for Training Packages | Equivalent unit    |

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

# Assessment Requirements for BSBMKG412 Conduct e-marketing communications

## Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

## Performance Evidence

Evidence of the ability to:

- develop electronic advertisement for a product or service using electronic media to convey marketing communications consistent with an organisational marketing strategy and objectives
- monitor and evaluate results of electronic advertisements and marketing.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify key provisions of relevant legislation, codes of practice and national standards that affect marketing operations
- describe industry products and services knowledge
- explain intellectual property requirements
- identify organisational structure, roles and responsibilities
- outline principles of marketing and advertising
- describe software applications used in conducting electronic advertising and marketing.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the business development – marketing field of work and include access to:

- relevant legislation, regulations, standards and codes
- relevant workplace documentation and resources
- case studies and, where possible, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>



## BSBMKG509 Implement and monitor direct marketing activities

### Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

### Application

This unit describes the skills and knowledge required to implement, monitor and evaluate effectiveness of direct marketing activities in accordance with an organisation's marketing plan.

This unit applies to individuals working in marketing management roles who are responsible for managing a team to implement direct marketing activities for a product or service. They may work in small, medium or large enterprises and across a variety of industries.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Business Development – Marketing

### Elements and Performance Criteria

| ELEMENT  | PERFORMANCE CRITERIA  |
|--|---|
| <i>Elements describe the essential outcomes.</i>             | <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>  |
| 1. Allocate responsibilities for direct marketing activities | 1.1 Critically analyse criteria for setting priorities for direct marketing activities, in accordance with marketing plan and organisational direct marketing requirements<br>1.2 Assemble required resources to conduct direct marketing activities<br>1.3 Brief staff and suppliers on their budgets, timelines, roles and responsibilities |

| ELEMENT   | PERFORMANCE CRITERIA  |
|---|---|
|   | 1.4 Develop forms for conducting direct marketing activities and recording responses  |
| 2. Implement direct marketing activities          | 2.1 Schedule work on each campaign element according to lead times required for different media and in accordance with marketing plan<br>2.2 Ensure staff and suppliers meet agreed production schedule and budget<br>2.3 Identify any likely variations in production budget, raise with relevant persons as required, and gain approval for variations<br>2.4 Make provisions to cover promotion over-performance<br>2.5 Implement direct marketing activities in accordance with direct marketing plan objectives<br>2.6 Ensure activities are implemented in accordance with legal and ethical requirements |
| 3. Monitor direct marketing activities            | 3.1 Record responses at regular intervals throughout campaign<br>3.2 Identify and use evaluation criteria to determine campaign effectiveness<br>3.3 Determine whether campaign is over-performing<br>3.4 Implement new targets and procedures to capitalise on positive over-performance<br>3.5 Modify direct marketing activities to extinguish non-profitable over-performance   |
| 4. Determine continuous improvement opportunities | 4.1 Analyse success indicators of direct marketing campaign<br>4.2 Document campaign performance in accordance with organisational reporting requirements<br>4.3 Encourage team members to identify and propose ways to improve campaign performance<br>4.4 Determine, document and assign responsibilities for required improvements to future direct marketing campaigns  |

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill                      | Performance Criteria                             | Description   |
|----------------------------|--|---|
| Reading                    | 1.1, 1.3, 2.1, 2.3, 2.5, 2.6, 3.2, 3.3, 4.1, 4.2 | <ul style="list-style-type: none"> <li>Interprets, analyses and reviews a range of texts of relative complexity to construct, confirm and extend understanding</li> </ul>   |
| Writing                    | 1.3, 1.4, 2.3, 3.1, 4.2, 4.4                     | <ul style="list-style-type: none"> <li>Uses clear, accurate and relevant language to organise and record information and complete workplace documentation</li> </ul>  |
| Oral Communication         | 1.3, 2.3, 4.3                                    | <ul style="list-style-type: none"> <li>Participates in verbal exchanges using appropriate language and non-verbal features</li> <li>Elicits views and opinions of others by active listening and questioning</li> </ul>   |
| Numeracy                   | 1.2, 1.3, 2.1, 2.3, 3.4                          | <ul style="list-style-type: none"> <li>Interprets numerical data and makes basic calculations to determine target audiences, budget variations, resources and workplace timelines</li> </ul>  |
| Navigate the world of work | 1.1, 2.1, 2.5, 2.6, 4.2                          | <ul style="list-style-type: none"> <li>Adheres to organisational objectives, policies and legislative requirements and considers own role for its contribution to broader goals of the work environment</li> </ul>  |
| Interact with others       | 1.3, 2.2, 2.3, 4.3, 4.4                          | <ul style="list-style-type: none"> <li>Recognises importance of taking audience, purpose and contextual factors into account when making decisions about what to communicate, with whom, why and how</li> <li>Plays a lead role in situations requiring effective collaboration, demonstrating excellent influencing and motivating skills</li> </ul>   |
| Get the work done          | 1.2, 2.1, 2.2, 2.4, 2.5, 3.2-3.5, 4.4            | <ul style="list-style-type: none"> <li>Develops plans and uses effective organisational and time-management skills to complete tasks with an awareness of how they may contribute to longer-term operational and strategic goals</li> <li>In more complex, non-routine situations, uses a formal decision-making process, setting or clarifying goals, gathering information and analysing and evaluating several choices against a limited set of criteria</li> <li>Recognises and takes responsibility for addressing predictable and some less predictable problems in familiar work contexts</li> </ul> |

## Unit Mapping Information

| Code and title<br>current version | Code and title<br>previous version | Comments | Equivalence status |
|-----------------------------------|------------------------------------|----------|--------------------|
|                                   |                                    |          |                    |

| <b>Code and title<br/>current version</b>                            | <b>Code and title<br/>previous version</b>                            | <b>Comments</b>                                       | <b>Equivalence status</b> |
|--|---|---|---------------------------|
| BSBMKG509<br>Implement and<br>monitor direct<br>marketing activities | BSBMKG509A<br>Implement and<br>monitor direct<br>marketing activities | Updated to meet<br>Standards for<br>Training Packages | Equivalent unit           |

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

# Assessment Requirements for BSBMKG509 Implement and monitor direct marketing activities

## Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

## Performance Evidence

Evidence of the ability to:

- allocate responsibilities to team members and external suppliers for direct marketing campaign
- coordinate resources, tools and personnel required to implement direct marketing campaign
- in consultation with others, monitor and evaluate performance of direct marketing campaign.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline and explain organisational policies and procedures
- outline key provisions of relevant legislation, codes of practice and national standards affecting marketing operations
- explain what software applications, such as database software, are used for in direct marketing activities.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the business development – marketing field of work and include access to:

- office equipment and resources
- marketing plan
- past campaign data and information

- case studies and, where possible, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

## BSBMKG510 Plan e-marketing communications

### Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

### Application

This unit describes the skills and knowledge required to research, prepare and evaluate an organisational e-marketing plan that integrates electronic communications and website marketing to support marketing objectives.

It applies to managers working in advertising, public relations, marketing or promotional roles who plan electronic communications to effectively convey marketing communication messages and support achievement of marketing objectives.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Business Development – Marketing

### Elements and Performance Criteria

| ELEMENT  | PERFORMANCE CRITERIA  |
|--|---|
| <i>Elements describe the essential outcomes.</i> | <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>  |
| 1. Prepare electronic marketing strategy or plan | <p>1.1 In consultation with relevant personnel, determine electronic marketing (e-marketing) purpose and objectives reflecting organisation's strategy, direction and values</p> <p>1.2 Develop an e-marketing strategy or plan that addresses aims and targets of organisation's existing business or marketing plan, and is consistent with organisational and budgetary requirements</p> <p>1.3 Develop a value proposition for e-marketing strategy or plan</p> |

| ELEMENT  | PERFORMANCE CRITERIA  |
|--|---|
|  | <p>1.4 Identify, cost and detail e-marketing tools for the organisation and its products and services in the e-marketing strategy or plan</p> <p>1.5 Identify and incorporate e-marketing approaches, tools and strategies to reach target market and achieve objectives</p> <p>1.6 Ensure e-marketing strategy or plan includes an action plan, schedule and budget estimates for developing and implementing e-marketing strategies</p> <p>1.7 Ensure e-marketing strategy or plan includes effectiveness measures and meets legal and ethical requirements</p>   |
| 2. Prepare and evaluate website marketing strategy | <p>2.1 Evaluate website marketing objectives to ensure they are consistent with e-marketing strategy or plan, and modify if required</p> <p>2.2 Establish strategies for evaluation of website as a marketing tool</p> <p>2.3 Evaluate website design according to e-marketing strategy, to ensure the design projects required image of the organisation, and conveys features and benefits of products or services; recommend modifications if required</p> <p>2.4 Evaluate website data recording, contacts and feedback mechanisms as part of website evaluation</p> <p>2.5 Develop website marketing strategy in accordance with, and for inclusion in, e-marketing strategy or plan</p> <p>2.6 Integrate website marketing strategy into overall e-marketing strategy</p> <p>2.7 Evaluate effectiveness of website marketing strategy</p> |

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill   | Performance Criteria                        | Description   |
|---------|---|---|
| Reading | 1.1, 1.2, 1.4, 1.6, 1.7, 2.1, 2.4, 2.5, 2.7 | <ul style="list-style-type: none"> <li>Interprets, analyses and reviews a range of texts of relative complexity to construct, confirm and extend understanding</li> </ul> |
| Writing | 1.2, 1.4, 1.6, 1.7,                         | <ul style="list-style-type: none"> <li>Uses clear, accurate and relevant language to organise and record information and complete workplace</li> </ul>                    |



|                            |                         |  |
|----------------------------|-------------------------|--|
|                            | 2.1, 2.2, 2.3, 2.5, 2.6 | documentation  |
| Oral Communication         | 1.1                     | <ul style="list-style-type: none"> <li>Participates in verbal exchanges using appropriate language and non-verbal features</li> <li>Elicits views and opinions of others with active listening and questioning</li> </ul>  |
| Numeracy                   | 1.4, 2.4                | <ul style="list-style-type: none"> <li>Interprets numerical data to determine resource requirements and website efficacy</li> </ul>  |
| Navigate the world of work | 1.1, 1.2, 1.7, 2.1      | <ul style="list-style-type: none"> <li>Adheres to organisational objectives and policies and considers own role for its contribution to broader goals of the work environment</li> <li>Appreciates implications of legal, ethical and regulatory responsibilities related to own work</li> </ul>   |
| Interacts with others      | 1.1                     | <ul style="list-style-type: none"> <li>Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group interaction, influencing direction and taking a leadership role</li> </ul>   |
| Get the work done          | 1.2-1.5, 2.1-2.4, 2.7   | <ul style="list-style-type: none"> <li>Develops plans and uses effective organisational and time-management skills to complete tasks with an awareness of how they may contribute to longer-term operational and strategic goals</li> <li>In more complex, non-routine situations, uses a formal decision-making process, setting or clarifying goals, gathering information and identifying and evaluating several choices against a limited set of criteria</li> <li>Uses experiences to reflect on the way variables impact outcomes and to gain insights into future effective marketing strategies</li> <li>Understands key principles and concepts underpinning design and operation of digital systems and tools, and applies these when seeking to understand potential of new technology</li> </ul> |

## Unit Mapping Information

| Code and title<br>current version         | Code and title<br>previous version         | Comments  | Equivalence status |
|---|--|---|--------------------|
| BSBMKG510 Plan e-marketing communications | BSBMKG510B Plan e-marketing communications | Updated to meet Standards for Training Packages | Equivalent unit    |

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

# Assessment Requirements for BSBMKG510 Plan e-marketing communications

## Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

## Performance Evidence

Evidence of the ability to:

- develop an e-marketing plan for at least ONE product or service, that meets all legislative and organisational requirements, and contains:
  - an action plan
  - a schedule
  - costings
  - a monitoring strategy
  - evaluation methods.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain characteristics of a range of electronic marketing tools including:
  - associated benefits of use with e-marketing
  - challenges with implementation, for example costs, and availability of technology
- provide an overview of key provisions of relevant legislation, that affect marketing operations
- outline foundation principles of marketing communications, consumer behaviour and opportunities for electronic marketing.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the business development – marketing field of work and include access to:

- office equipment and resources
- relevant organisational strategies and plans
- case studies and, where possible, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

## BSBMKG605 Evaluate international marketing opportunities

### Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

### Application

This unit describes the skills and knowledge required to evaluate the international environment, identify market factors and risks, and to assess viability of international marketing opportunities.

It applies to experienced individuals who use specialised knowledge to evaluate the international business environment in preparation for entering an international or export market for the first time, or to identify new marketing opportunities in markets in which their organisation already has a presence.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Business Development – Marketing

### Elements and Performance Criteria

| ELEMENT  | PERFORMANCE CRITERIA  |
|--|---|
| <i>Elements describe the essential outcomes.</i> | <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>  |
| 1. Review global market environment              | 1.1 Assess international trade patterns and identify their likely importance for the business<br>1.2 Research international business and electronic commerce market factors, and assess opportunities to enter, shape or influence the market for their likely contribution to the business<br>1.3 Identify international markets operating under free trade or |

| ELEMENT   | PERFORMANCE CRITERIA  |
|---|---|
|   | <p>protectionist arrangements and estimate likely ease of entering and trading successfully</p> <p>1.4 Identify international trade policies and agreements and estimate their likely impact on international marketing opportunities</p>   |
| 2. Assess international business and electronic commerce market factors               | <p>2.1 Identify and analyse impact of economic, political, social and cultural factors affecting international marketing opportunities</p> <p>2.2 Investigate international market trends and developments to identify market needs relevant to the business</p> <p>2.3 Identify new and emerging business and electronic commerce markets, and assess opportunities to enter, shape or influence markets based on their fit with business goals and direction, and their likely contribution to the business</p>   |
| 3. Identify risk factors for international marketing opportunities                    | <p>3.1 Analyse and rate acceptability of political, financial stability and corruption risk factors of potential market</p> <p>3.2 Analyse and rate acceptability of legal and regulatory requirements, and trade barriers to potential market</p> <p>3.3 Relate risk factors to international business cycles in terms of economic conditions and estimate their impact on potential market</p>  |
| 4. Investigate international business and electronic commerce marketing opportunities | <p>4.1 Identify and analyse international marketing opportunities according to their likely fit with the organisation's goals and capabilities</p> <p>4.2 Evaluate each opportunity to determine its impact on current business and customer base</p> <p>4.3 Use an assessment of costs, benefits, risks and opportunities to determine financial viability of each marketing opportunity</p> <p>4.4 Determine probable return on investment and potential competitors</p> <p>4.5 Describe and rank marketing opportunities in terms of viability and likely contribution to the business</p> |

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill | Performance | Description |
|-------|-------------|-------------|
|-------|-------------|-------------|

|                            | Criteria                                  |  |
|----------------------------|---|--|
| Reading                    | 1.1-1.4, 2.1-2.3, 3.1-3.3, 4.1, 4.2       | <ul style="list-style-type: none"> <li>Researches and analyses a range of textual information from a variety of sources to identify key details and determine relevance to strategic organisational requirements</li> </ul>  |
| Writing                    | 1.1-1.4, 2.1-2.3, 3.1-3.3, 4.1, 4.2, 4.5  | <ul style="list-style-type: none"> <li>Records results of research and analysis using language and format appropriate to organisation and purpose</li> </ul>   |
| Numeracy                   | 1.1, 1.2, 2.2, 4.3-4.5                    | <ul style="list-style-type: none"> <li>Performs complex mathematical calculations to analyse trend data, business development opportunities and cost benefit analyses</li> </ul>   |
| Navigate the world of work | 1.4, 3.2, 4.1                             | <ul style="list-style-type: none"> <li>Keeps up-to-date with legislation or regulations relevant to own rights and responsibilities and considers implications of these when negotiating, planning and undertaking work</li> <li>Understands and adheres to organisational policies and objectives</li> </ul>  |
| Get the work done          | 1.1-1.4, 2.1- 2.3, 3.1-3.3, 4.2, 4.3, 4.4 | <ul style="list-style-type: none"> <li>Uses logical planning processes, and an increasingly intuitive understanding of context, to identify risk factors, and to evaluate alternative strategies and resources</li> <li>Makes a range of critical and non-critical decisions in relatively complex situations, analysing information and taking a range of factors and constraints into account</li> <li>Recognises potential of new approaches, including new technologies, to enhance work practices and outcomes</li> </ul> |

## Unit Mapping Information

| Code and title current version                              | Code and title previous version                              | Comments  | Equivalence status |
|---|--|---|--------------------|
| BSBMKG605<br>Evaluate international marketing opportunities | BSBMKG605B<br>Evaluate international marketing opportunities | Updated to meet Standards for Training Packages | Equivalent unit    |

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>



# Assessment Requirements for BSBMKG605 Evaluate international marketing opportunities

## Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

## Performance Evidence

Evidence of the ability to:

- document and present an evaluation of various international marketing opportunities including:
  - analysis of global business environment
  - assessment of social, cultural, political and economic factors impacting selection of market opportunities
  - risk assessment for each opportunity considered
  - analysis of financial viability of selected international marketing opportunities.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline relevant Australian and international standards, policies and guidelines, including those covering:
  - environmental matters
  - human rights
  - labour relations
  - packaging
  - risk management
- electronic commerce
- identify and explain key provisions of relevant legislation and codes of practice affecting aspects of marketing operations
- explain the role of the Organisation for Economic Co-operation and Development (OECD)

- identify and describe key features of the country or countries being considered for market entry or penetration, including:
  - cross-cultural communication and negotiation styles
  - global and country specific economic, social and industry directions, trends, practices and techniques.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the business development – marketing field of work and include access to:

- information sources on countries and markets being considered for entry or further penetration
- office equipment and resources
- examples of previous international marketing evaluation documents, strategic plans and marketing plans.

Assessors must satisfy NVR/AQTF assessor requirements.

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

## BSBMKG607 Manage market research

### Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

### Application

This unit describes the skills and knowledge required to prepare for, manage and evaluate market research projects across an organisation.

It applies to senior marketing professionals who are responsible for preparing market research plans for implementation, engaging external consultants, managing market research activity, and evaluating research processes and findings across an organisation.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Business Development – Marketing

### Elements and Performance Criteria

| ELEMENT   | PERFORMANCE CRITERIA  |
|---|---|
| <i>Elements describe the essential outcomes.</i>    | <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>  |
| 1. Prepare market research plans for implementation | 1.1 Determine research policies and procedures<br>1.2 Develop or commission and review market research project plan and detailed work plans to point of finalisation<br>1.3 Execute processes to obtain required resources to implement market research project plan and work plans |
| 2. Engage external consultants or service           | 2.1 Identify requirements for external consultants from market research project plan  |

| <b>ELEMENT</b>                              | <b>PERFORMANCE CRITERIA</b>  |
|---|--|
| providers                                   | <p>2.2 Specify goods and services required to implement plans, and detail criteria for selection</p> <p>2.3 Identify, evaluate and select potential consultants or other providers of required goods and services</p> <p>2.4 Contract selected consultants or providers of goods and services</p>  |
| 3. Manage market research activity          | <p>3.1 Monitor work plan activity to ensure adherence to market research project plan and work plans, and consistency with organisational market research policy and procedures</p> <p>3.2 Manage external consultants or service providers to ensure performance is in line with expectations and contractual requirements</p>  |
| 4. Evaluate research processes and findings | <p>4.1 Confirm validity of information and data obtained by market research</p> <p>4.2 Review relevance and usefulness of findings against research objectives outlined in market research project plan</p> <p>4.3 Assess performance of project against all relevant elements of market research project plan and work plans</p> <p>4.4 Measure stakeholder satisfaction with research process and findings</p> <p>4.5 Prepare reports for future improvements to research process</p> <p>4.6 Implement revised policy and practices in accordance with organisational requirements</p> |

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| <b>Skill</b> | <b>Performance Criteria</b>  | <b>Description</b>   |
|--------------|------------------------------|--|
| Reading      | 1.1, 1.2, 2.1, 2.3, 3.1, 4.1 | <ul style="list-style-type: none"> <li>Accesses complex information from a range of sources and accurately analyses data relevant to marketing activities</li> </ul>                             |
| Writing      | 1.2, 2.2, 2.4, 4.5           | <ul style="list-style-type: none"> <li>Prepares a range of workplace documentation, using clear language and required format, to convey priorities and critical strategic information</li> </ul> |

|                            |                            |   |
|----------------------------|----------------------------|---|
| Oral Communication         | 2.4, 3.2                   | <ul style="list-style-type: none"> <li>Actively participates in verbal exchanges using suitable language and non-verbal features</li> <li>Uses active listening and questioning techniques to confirm understanding</li> </ul>  |
| Numeracy                   | 4.4                        | <ul style="list-style-type: none"> <li>Measures and analyses complex numeric information during evaluation process</li> </ul>   |
| Navigate the world of work | 1.1, 3.1, 3.2, 4.6         | <ul style="list-style-type: none"> <li>Understands and adheres to organisational policies and objectives</li> <li>Is highly autonomous, taking responsibility and ownership for most or all aspects of own work</li> </ul>  |
| Interact with others       | 2.4, 3.2                   | <ul style="list-style-type: none"> <li>Recognises importance of taking audience, purpose and contextual factors into account when making decisions about what to communicate with whom, why and how</li> </ul>  |
| Get the work done          | 1.2, 1.3, 2.1-2.3, 4.1-4.3 | <ul style="list-style-type: none"> <li>Uses logical planning processes, and an increasingly intuitive understanding of context, to gather relevant information</li> <li>Systematically analyses and evaluates information to assess performance and identify opportunities for improvement</li> <li>Makes a range of critical and non-critical decisions in relatively complex situations, taking a range of factors into account</li> <li>Recognises potential of new approaches to enhance work practices and outcomes</li> </ul> |

## Unit Mapping Information

| Code and title current version      | Code and title previous version      | Comments  | Equivalence status |
|-------------------------------------|--------------------------------------|---|--------------------|
| BSBMKG607<br>Manage market research | BSBMKG607B<br>Manage market research | Updated to meet Standards for Training Packages | Equivalent unit    |

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

# Assessment Requirements for BSBMKG607 Manage market research

## Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

## Performance Evidence

Evidence of the ability to:

- prepare a market research plan
- develop specifications for research components, outsourced to external consultants as appropriate
- manage market research activities in accordance with organisational market research policy and procedures
- evaluate research processes and findings against relevant market research project plan and work plans
- prepare and present a report on market research findings.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline principles and practices of market research including:
  - data processing methods and data analysis techniques
  - project design to meet given budgets and other resource constraints
  - qualitative and quantitative research
  - design of samples
  - development and application of hypotheses
  - role of research in enterprise development
  - use of survey instruments
- compare and contrast project management principles and practices, including:
  - consultation and stakeholder involvement
  - development of policies and procedures

- methods of action to ensure performance
- monitoring of timelines, budgets and other implementation plans
- organisational procedures for engagement of consultants
- provide an overview of key provisions of relevant legislation, codes of practice and national standards affecting marketing operations
- discuss the impact of economic, social and industry directions, trends, and practices on marketing functions.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the business development – marketing field of work and include access to:

- office equipment and resources
- previous market research plans and exemplars of market research project specifications
- case studies and, where possible, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

## BSBPUB402 Develop public relations campaigns

### Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

### Application

This unit describes the skills and knowledge required to develop and conduct a public relations campaign, to evaluate its effectiveness and to present the findings to stakeholders.

It applies to individuals in entry level or junior public relations roles who undertake the majority of work in creating and implementing the campaign with advice from more senior public relations specialists in their organisation.

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

### Unit Sector

Business Development – Public Relations

### Elements and Performance Criteria

| ELEMENT  | PERFORMANCE CRITERIA  |
|--|---|
| <i>Elements describe the essential outcomes.</i> | <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>  |
| 1. Research public relations campaigns           | 1.1 Analyse strategic and operational plans to determine the scope, theme and objectives of a campaign<br>1.2 Conduct research into current practice and recent developments in relation to the campaign planning<br>1.3 Identify the campaign's audience and their attributes<br>1.4 Develop and present options to other members of the public relations team and relevant stakeholders for consideration |



| ELEMENT  | PERFORMANCE CRITERIA  |
|--|---|
| 2. Prepare to implement public relations campaigns | 2.1 Define and agree upon campaign objectives and campaign plan with client and other key stakeholders<br>2.2 Schedule and cost campaign accurately and include in plans<br>2.3 Comply with legal and ethical constraints<br>2.4 Confirm roles and responsibilities with other members of the public relations team   |
| 3. Implement public relations campaigns            | 3.1 Implement public relations campaign in accordance with the plan<br>3.2 Evaluate the potential effectiveness and use of appropriate media to improve campaign publicity<br>3.3 Implement campaign in accordance with legal and ethical constraints and organisational requirements<br>3.4 Monitor campaign progress against scheduling and costing requirements and report likely variations for approval in accordance with organisational procedures<br>3.5 Gain agreement from stakeholders to any changes that need to be made to campaign |
| 4. Review and evaluate public relations programs   | 4.1 Ensure campaign plans contain methods to monitor, review and evaluate their effectiveness<br>4.2 Report on the outcomes of the campaign to relevant internal and/or external stakeholders<br>4.3 Consult relevant internal or external stakeholders as to the campaign effectiveness, and document any recommended improvements   |

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill   | Performance Criteria       | Description  |
|---------|----------------------------|--|
| Reading | 1.1-1.3, 2.3, 3.1-3.4, 4.1 | <ul style="list-style-type: none"> <li>Interprets complex information from relevant sources to develop and conduct a public relations campaign that complies with all legislative and regulatory requirements</li> </ul> |

|                            |                                  |  |
|----------------------------|----------------------------------|--|
| Writing                    | 1.4, 2.1, 2.2, 2.4, 3.5, 4.1-4.3 | <ul style="list-style-type: none"> <li>Uses clear, accurate and relevant language to develop reports and strategic material using style, language and format relevant to audience and context</li> </ul>   |
| Oral Communication         | 1.4, 2.1, 2.4, 3.5, 4.2, 4.3     | <ul style="list-style-type: none"> <li>Communicates verbally using clear language to disseminate information to a variety of individuals</li> <li>Uses active listening and questioning techniques to convey and clarify information</li> </ul>  |
| Numeracy                   | 2.2, 3.4                         | <ul style="list-style-type: none"> <li>Interprets numerical information and performs simple calculations to cost a campaign within predetermined schedules</li> </ul>  |
| Navigate the world of work | 1.1, 2.3, 3.3, 3.4               | <ul style="list-style-type: none"> <li>Appreciates the implications of ethical, legal and regulatory responsibilities related to own work</li> <li>Adheres to organisational policies and procedures</li> </ul>  |
| Interact with others       | 1.4, 2.1, 2.4, 3.5, 4.2, 4.3     | <ul style="list-style-type: none"> <li>Recognises the importance of taking audience, purpose and contextual factors into account when making decisions about what to communicate, with whom, why and how</li> <li>Collaborates with others as part of familiar routine activities and contributes to specific activities requiring joint effort</li> </ul> |
| Get the work done          | 1.3, 2.2, 3.1-3.4, 4.1           | <ul style="list-style-type: none"> <li>Plans, organises and implements tasks required to meet required outcomes</li> <li>Makes routine decisions by implementing standard procedures</li> <li>Recognises and takes responsibility for addressing predictable problems in familiar work contexts</li> </ul>   |

## Unit Mapping Information

| Code and title current version                  | Code and title previous version                  | Comments  | Equivalence status |
|---|--|---|--------------------|
| BSBPUB402<br>Develop public relations campaigns | BSBPUB402A<br>Develop public relations campaigns | Updated to meet Standards for Training Packages | Equivalent unit    |

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>



# Assessment Requirements for BSBPUB402 Develop public relations campaigns

## Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

## Performance Evidence

Evidence of the ability to:

- research and present options for a public relations campaign for a target audience
- develop, implement, review and evaluate a public relations campaign about a product or service.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline principles, practices and theories of marketing, media, and public relations.
- summarise current issues and trends which affect the public relations industry
- outline current practice and recent developments in campaign planning
- explain the relevance of the campaign's audience to campaign planning
- outline key provisions of relevant legislation, codes of practice and national standards that affect public relations campaigns.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the public relations field of work and include access to:

- office equipment and resources
- case studies and, where possible, real situations.
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

## BSBREL401 Establish networks

### Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

### Application

This unit describes the skills and knowledge required to develop and maintain effective work relationships and networks through relationship building and negotiation skills required by workers within an organisation as well as freelance or contract workers.

It applies to individuals with a broad knowledge of networking and negotiation who contribute well developed skills in creating solutions to unpredictable problems through analysis and evaluation of information from a variety of sources. They may have responsibility to provide guidance or to delegate aspects of tasks to others.

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

### Unit Sector

Stakeholder Relations – Relationship Management

### Elements and Performance Criteria

| ELEMENT  | PERFORMANCE CRITERIA   |
|--|--|
| <i>Elements describe the essential outcomes.</i> | <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>   |
| 1. Develop and maintain business networks        | 1.1 Use appropriate network strategies to establish and maintain relationships that promote the development of business opportunities<br>1.2 Identify and pursue network opportunities to maximise a range of contacts<br>1.3 Communicate information regarding new networks to inform |

| ELEMENT  | PERFORMANCE CRITERIA   |
|--|--|
|  | <p>individuals, colleagues and clients of potential benefits</p> <p>1.4 Participate in professional networks and associations to obtain and maintain personal knowledge and skills</p>   |
| 2. Establish and maintain business relationships | <p>2.1 Develop and maintain relationships to promote benefits consistent with organisational/client requirements</p> <p>2.2 Gain and maintain trust and confidence of contacts through demonstration of high standards of business practices</p> <p>2.3 Use a high level of negotiation skills to encourage positive outcomes</p> <p>2.4 Identify difficult situations and negotiate solutions using collaborative problem-solving techniques</p> <p>2.5 Seek specialist advice in the development of contacts where appropriate</p> |
| 3. Promote the relationship                      | <p>3.1 Develop strategies to represent and promote the interests and requirements of the relationship</p> <p>3.2 Use appropriate presentation skills to communicate the goals and objectives of the relationship</p> <p>3.3 Effectively communicate issues, policies and practices of the relationship to a range of audiences, in writing and verbally</p> <p>3.4 Obtain feedback to identify and develop ways to improve promotional activities within available opportunities</p>   |

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill    | Performance Criteria              | Description   |
|----------|-----------------------------------|---|
| Learning | 1.4, 3.4                          | <ul style="list-style-type: none"> <li>Seeks opportunities to develop and extend expertise and identify areas for professional improvement</li> </ul>     |
| Reading  | 2.1                               | <ul style="list-style-type: none"> <li>Sources and analyses information to establish networks that consistently promote business opportunities</li> </ul> |
| Writing  | 1.1-1.3, 2.1, 2.2, 2.5<br>3.1-3.4 | <ul style="list-style-type: none"> <li>Uses appropriate vocabulary, layout and grammatical structure to convey ideas and information</li> </ul>           |

|                            |                                 |  |
|----------------------------|---------------------------------|--|
| Oral Communication         | 1.1-1.4, 2.1-2.5, 3.2, 3.3, 3.4 | <ul style="list-style-type: none"> <li>Utilises persuasive language and appropriate non-verbal features to achieve mutually acceptable outcomes</li> <li>Uses active listening and questioning techniques to confirm understanding</li> </ul>  |
| Navigate the world of work | 2.1                             | <ul style="list-style-type: none"> <li>Understands and adheres to organisational policies and procedures</li> </ul>  |
| Interact with others       | 1.1-1.4, 2.1-2.5, 3.1, 3.2      | <ul style="list-style-type: none"> <li>Actively identifies the requirements of important communication exchanges, selecting appropriate channels, format, tone and content to suit purpose and audience</li> <li>Looks for ways of establishing connections and building genuine understanding with a diverse range of people</li> <li>Begins to cultivate relationships with people with the knowledge, skills and influence to get things done or provide support</li> </ul> |
| Get the work done          | 1.1, 1.2, 2.1, 2.4              | <ul style="list-style-type: none"> <li>Takes responsibility for planning, sequencing and implementing tasks required to build and maintain networks</li> <li>Uses analytical processes to identify problems, gather relevant information, evaluate options and determine solutions</li> </ul>  |

## Unit Mapping Information

| Code and title current version  | Code and title previous version  | Comments  | Equivalence status |
|---------------------------------|----------------------------------|---|--------------------|
| BSBREL401<br>Establish networks | BSBREL401A<br>Establish networks | Updated to meet Standards for Training Packages | Equivalent unit    |

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>



# Assessment Requirements for BSBREL401 Establish networks

## Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

## Performance Evidence

Evidence of the ability to:

- identify and use networking opportunities
- maintain records of relevant contacts
- use written and verbal communication skills to establish, cultivate and promote professional business relationships
- use feedback to improve promotional activities.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- list and describe strategies for establishing and maintaining business relationships
- identify relevant networks, organisations, agencies, associations or individuals
- describe the principles and techniques needed to negotiate positive outcomes
- explain client or organisational policies, plans and procedures relevant to business relationships
- outline methods for obtaining feedback on promotional activities.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the stakeholder relations – relationship management field of work and include access to:

- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

## BSBREL402 Build client relationships and business networks

### Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

### Application

This unit describes the skills and knowledge required to establish, maintain and improve client relationships and to actively participate in networks to support attainment of key business outcomes.

It applies to individuals such as marketing and sales professionals who depend on excellent interpersonal relationships and communication skills to achieve outcomes but may also apply to other individuals working in any industry.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Stakeholder Relations – Relationship Management

### Elements and Performance Criteria

| ELEMENT  | PERFORMANCE CRITERIA   |
|--|--|
| <i>Elements describe the essential outcomes.</i>     | <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>   |
| 1. Initiate interpersonal communication with clients | 1.1 Identify and use preferred client communication styles and methods<br>1.2 Establish rapport with clients using verbal and non-verbal communication processes<br>1.3 Investigate and act upon opportunities to offer positive feedback to clients |

| ELEMENT  | PERFORMANCE CRITERIA  |
|--|---|
|  | 1.4 Use open questions to promote two-way communication<br>1.5 Identify and act upon potential barriers to effective communication with clients<br>1.6 Initiate communication processes which relate to client needs, preferences and expectations  |
| 2. Establish client relationship management strategies     | 2.1 Develop client loyalty objectives focusing on the development of long term business partnerships<br>2.2 Assess client profile information to determine approach<br>2.3 Develop client loyalty strategies to attract and retain clients in accordance with the business strategy<br>2.4 Identify and apply client care and client service standards  |
| 3. Maintain and improve ongoing relationships with clients | 3.1 Develop strategies to obtain ongoing feedback from clients to monitor satisfaction levels<br>3.2 Develop strategies to elicit feedback which provide information in a form that can be used to improve relationships with clients<br>3.3 Obtain feedback to develop and implement strategies which maintain and improve relationships with clients  |
| 4. Build and maintain networks                             | 4.1 Allocate time to establish and maintain business contacts<br>4.2 Participate in business associations and/or professional development activities to establish and maintain a network of support for the business and to enhance personal knowledge of the market<br>4.3 Establish communication channels to exchange information and ideas<br>4.4 Provide, seek and verify information to the network |

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill   | Performance Criteria                        | Description   |
|---------|---|---|
| Reading | 1.1, 1.3, 1.5, 2.2, 2.3, 2.4, 3.1, 4.2- 4.4 | <ul style="list-style-type: none"> <li>Interprets information from a range of sources to determine and adhere to communication and networking requirements</li> </ul> |

|                            |  |  |
|----------------------------|--|--|
| Writing                    | 1.1,1.5, 2.1, 2.3, 2.4, 3.1, 3.2, 4.2, 4.3 | <ul style="list-style-type: none"> <li>Records notes from research and discussions for future reference</li> <li>Develops materials for a specific audience according to organisational standards</li> </ul>   |
| Oral Communication         | 1.1-1.6, 2.3, 2.4, 3.3, 4.2-4.4            | <ul style="list-style-type: none"> <li>Participates in spoken exchanges with a range of audiences using structure and language to suit the audience</li> <li>Involves others in discussions using active listening and questioning techniques appropriately</li> </ul>   |
| Numeracy                   | 2.4, 4.1                                   | <ul style="list-style-type: none"> <li>Performs calculations to determine timeframes and measure actual performance against required standards</li> </ul>  |
| Navigate the world of work | 2.3, 2.4                                   | <ul style="list-style-type: none"> <li>Considers wider organisational goals when developing customer relationship strategies</li> </ul>  |
| Interact with others       | 1.1, 1.2, 1.5, 1.6, 3.3, 4.2-4.4           | <ul style="list-style-type: none"> <li>Selects and uses appropriate conventions and protocols when communicating with clients or business contacts to build rapport, seek or present information</li> <li>Recognises the need to alter personal communication style in response to the needs, values, beliefs and cultural expectations of others</li> <li>Adapts personal communication style to build positive working relationships and show respect for the opinions, values and particular needs of others</li> </ul> |
| Get the work done          | 1.1, 2.1-2.4, 3.1-3.3, 4.1-4.4             | <ul style="list-style-type: none"> <li>Takes responsibility for planning, sequencing and implementing tasks and own workload to achieve business outcomes</li> <li>Uses analytical processes to gather relevant information, identify and evaluate options and decide on appropriate systems and strategies</li> <li>Actively monitors and evaluates effectiveness of decisions to identify and implement improvements</li> </ul>  |

## Unit Mapping Information

| Code and title current version                             | Code and title previous version                             | Comments  | Equivalence status |
|--|---|---|--------------------|
| BSBREL402 Build client relationships and business networks | BSBREL402A Build client relationships and business networks | Updated to meet Standards for Training Packages | Equivalent unit    |

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

## Assessment Requirements for BSBREL402 Build client relationships and business networks

### Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

### Performance Evidence

Evidence of the ability to:

- identify clients' preferred communication styles and methods and potential barriers to communications and use appropriate communication styles and strategies
- apply communication techniques to establish rapport and promote two-way communication
- develop and implement client loyalty strategies and service standards based on business objectives and client information
- develop and implement strategies to elicit feedback from clients and use it to improve relationships and customer satisfaction
- maintain contacts and participate in formal and informal networks that support the business and enhance personal knowledge of the market.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

### Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- give examples of strategies that can build client loyalty including those that focus on:
  - financial incentives and special offers
  - premium services and private/dedicated facilities
  - loyalty programs, rewards and recognition
- outline issues that are commonly addressed in client care/service standards in the industry
- outline typical barriers to communicating with clients and possible strategies to address them
- give examples of strategies for feedback
- describe the principles and techniques for effective communication and networking
- outline networking opportunities relevant to the business with reference to:

- government, industry and professional associations
- trade shows, conferences, briefings and other professional development activities
- existing groups or networks
- businesses and individuals
- outline aspects of organisational policies, procedures and processes that are relevant to communicating with clients and participating in networks.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the stakeholder relations - relationship management field of work and include access to:

- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>



## BSBRES401 Analyse and present research information

### Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

### Application

This unit describes the skills and knowledge required to gather, organise, analyse and present workplace information using available systems. This includes identifying research requirements and sources of information, applying information to a set of facts, evaluating the quality of the information, and preparing and producing reports.

It applies to individuals who are required to apply their broad knowledge of the work environment to analysis and research tasks, evaluate information from a variety of sources and apply solutions to a range of unpredictable problems

No licensing, legislation or certification requirements apply to this unit at the time of publication.

### Unit Sector

Knowledge Management – Research

### Elements and Performance Criteria

| ELEMENT  | PERFORMANCE CRITERIA   |
|--|--|
| <i>Elements describe the essential outcomes.</i> | <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>   |
| 1. Gather and organise information               | 1.1 Gather and organise information in a format suitable for analysis, interpretation and dissemination in accordance with organisational requirements<br>1.2 Access information held by the organisation ensuring accuracy and relevance in line with established organisational requirements<br>1.3 Ensure that methods of collecting information are reliable and |

| ELEMENT                             | PERFORMANCE CRITERIA   |
|-------------------------------------|--|
|                                     | <p>make efficient use of resources in accordance with organisational requirements</p> <p>1.4 Identify research requirements for combining online research with non-electronic sources of information</p> <p>1.5 Use business technology to access, organise and monitor information in accordance with organisational requirements</p> <p>1.6 Update, modify, maintain and store information, in accordance with organisational requirements</p>   |
| 2. Research and analyse information | <p>2.1 Clearly define objectives of research ensuring consistency with organisational requirements</p> <p>2.2 Ensure that data and research strategies used are valid and relevant to the requirements of the research and make efficient use of available resources</p> <p>2.3 Identify key words and phrases for use as part of any online search strategy, including the use of Boolean operators and other search tools</p> <p>2.4 Use reliable methods of data analysis that are suitable to research purposes</p> <p>2.5 Ensure that assumptions and conclusions used in analyses are clear, justified, supported by evidence and consistent with research and business objectives</p> |
| 3. Present information              | <p>3.1 Present recommendations and issues in an appropriate format, style and structure using suitable business technology</p> <p>3.2 Structure and format reports in a clear manner that conforms to organisational requirements</p> <p>3.3 Report and distribute research findings in accordance with organisational requirements</p> <p>3.4 Obtain feedback and comments on suitability and sufficiency of findings in accordance with organisational requirements</p>  |

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill | Performance Criteria | Description |
|-------|----------------------|-------------|
|       |                      |             |

|                            |   |  |
|----------------------------|---|--|
| Reading                    | 1.1, 1.2, 1.4, 2.1-2.5, 3.4                 | <ul style="list-style-type: none"> <li>Analyses and evaluates textual information to develop research strategies, integrate facts and ideas and meet organisational requirements</li> </ul>  |
| Writing                    | 1.1, 1.5, 1.6, 2.1, 3.1, 3.2, 3.3           | <ul style="list-style-type: none"> <li>Gathers, evaluates and integrates information from a range of sources</li> <li>Presents findings, recommendations and issues in required format using language, structure and style appropriate to audience.</li> </ul>   |
| Oral Communication         | 3.3, 3.4                                    | <ul style="list-style-type: none"> <li>Presents recommendations and issues using language appropriate to audience and according to organisational requirements</li> </ul>  |
| Numeracy                   | 1.1, 1.2, 1.3, 2.2, 2.4, 3.3                | <ul style="list-style-type: none"> <li>Extracts and evaluates meaning from data and interprets numerical information to apply within the context of requirements</li> </ul>  |
| Navigate the world of work | 1.2, 1.3, 1.5, 1.6, 2.1, 2.5, 3.2, 3.3, 3.4 | <ul style="list-style-type: none"> <li>Recognises and follows organisational policies and procedures and meets expectations associated with own role</li> </ul>  |
| Interact with others       | 3.3, 3.4                                    | <ul style="list-style-type: none"> <li>Selects and uses appropriate communication practices when seeking or sharing information</li> </ul>   |
| Get the work done          | 1.1, 1.4, 1.5, 2.2, 2.3, 2.4, 3.1           | <ul style="list-style-type: none"> <li>Plans, organises and implements tasks to meet organisational requirements</li> <li>Takes responsibility for the outcomes of routine decisions related directly to own role</li> <li>Uses the main features and functions of digital technologies and tools to complete work tasks</li> <li>Recognises and takes responsibility for addressing predictable and some less predictable problems in familiar work contexts</li> </ul> |

## Unit Mapping Information

| Code and title<br>current version                        | Code and title<br>previous version                        | Comments  | Equivalence status |
|--|---|---|--------------------|
| BSBRES401<br>Analyse and present<br>research information | BSBRES401A<br>Analyse and present<br>research information | Updated to meet<br>Standards for<br>Training Packages | Equivalent unit    |

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

# Assessment Requirements for BSBRES401 Analyse and present research information

## Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

## Performance Evidence

Evidence of the ability to:

- identify or confirm research requirements and objectives
- gather, organise and present workplace information and data
- update, modify, maintain and store information
- maintain and handle data and documents systematically and securely
- prepare and produce reports including:
  - recommendations based on the analysis of information
  - clear and justified assumptions and conclusions
  - use of efficient, valid and reliable methods
- use Boolean operators and other search tools
- analyse, evaluate and interpret data to support organisational activities.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain organisational systems for recordkeeping/filing, including security procedures
- identify organisational policies and procedures and legal and ethical obligations relating to workplace information
- explain concepts related to research and analysis including reliability and validity
- give examples of techniques for data analysis and how they are applied
- explain research processes and strategies to identify new sources (online and print) of information and to use them most efficiently and effectively.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the knowledge management – research field of work and include access to:

- workplace information systems, equipment and resources
- workplace policies and procedures
- case studies and, where possible, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

## BSBRSK501 Manage risk

### Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

### Application

This unit describes skills and knowledge required to manage risks in a range of contexts across an organisation or for a specific business unit or area in any industry setting.

It applies to individuals who are working in positions of authority and are approved to implement change across the organisation, business unit, program or project area. They may or may not have responsibility for directly supervising others.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Regulation, Licensing and Risk – Risk Management

### Elements and Performance Criteria

| ELEMENT  | PERFORMANCE CRITERIA  |
|--|---|
| <i>Elements describe the essential outcomes.</i> | <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>  |
| 1. Establish risk context                        | 1.1 Review organisational processes, procedures and requirements for undertaking risk management in accordance with current risk management standards<br>1.2 Determine scope for risk management process<br>1.3 Identify internal and external stakeholders and their issues<br>1.4 Review political, economic, social, legal, technological and policy context |

| ELEMENT                            | PERFORMANCE CRITERIA  |
|------------------------------------|---|
|                                    | 1.5 Review strengths and weaknesses of existing arrangements<br>1.6 Document critical success factors, goals or objectives for area included in scope<br>1.7 Obtain support for risk management activities<br>1.8 Communicate with relevant parties about the risk management process and invite participation  |
| 2. Identify risks                  | 2.1 Invite relevant parties to assist in the identification of risks<br>2.2 Research risks that may apply to scope<br>2.3 Use tools and techniques to generate a list of risks that apply to the scope, in consultation with relevant parties   |
| 3. Analyse risks                   | 3.1 Assess likelihood of risks occurring<br>3.2 Assess impact or consequence if risks occur<br>3.3 Evaluate and prioritise risks for treatment  |
| 4. Select and implement treatments | 4.1 Determine and select most appropriate options for treating risks<br>4.2 Develop an action plan for implementing risk treatment<br>4.3 Communicate risk management processes to relevant parties<br>4.4 Ensure all documentation is in order and appropriately stored<br>4.5 Implement and monitor action plan<br>4.6 Evaluate risk management process |

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill   | Performance Criteria    | Description  |
|---------|-------------------------|--|
| Reading | 1.1, 1.4, 1.5, 2.2      | <ul style="list-style-type: none"> <li>Comprehends a variety of relatively complex texts</li> <li>Gathers, interprets and analyses textual information from a range of sources to identify relevant information</li> </ul> |
| Writing | 1.6, 1.8, 2.1, 2.3, 4.3 | <ul style="list-style-type: none"> <li>Develops textual material and organises content in a manner that effectively documents</li> </ul>   |



|                            |   |  |
|----------------------------|---|--|
|                            |   | risk management analysis and assessment priorities and processes   |
| Oral Communication         | 1.8, 2.1, 2.3, 4.3  | <ul style="list-style-type: none"> <li>Participates in interactions with stakeholders using questioning and listening to elicit opinions, and to confirm and clarify understanding</li> </ul>  |
| Numeracy                   | 2.2   | <ul style="list-style-type: none"> <li>Uses numerical tools to assess risk and uses numerical data to review plans</li> </ul>  |
| Navigate the world of work | 1.1, 2.1, 4.3   | <ul style="list-style-type: none"> <li>Refers to organisational processes, procedures and requirements when making decisions about risk management</li> </ul>  |
| Interact with others       | 1.8, 2.1, 2.3, 4.3  | <ul style="list-style-type: none"> <li>Establishes and uses appropriate conventions and protocols when communicating with stakeholders about risk management</li> <li>Consults and negotiates with stakeholders about risk management processes and outcomes</li> </ul>  |
| Get the work done          | 1.2, 1.3, 1.5, 1.7, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.4, 4.5, 4.6 | <ul style="list-style-type: none"> <li>Sequences and schedules a range of routine and complex activities, monitors implementation, evaluates processes and manages relevant communication</li> <li>Systematically analyses information to decide on appropriate risk management treatments</li> <li>Uses digital technologies and systems to access information, document plans and communicate with others</li> </ul> |

## Unit Mapping Information

| Code and title current version | Code and title previous version | Comments  | Equivalence status |
|--------------------------------|---------------------------------|---|--------------------|
| BSBRSK501 Manage risk          | BSBRSK501B Manage risk          | Updated to meet Standards for Training Packages | Equivalent unit    |

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>



# Assessment Requirements for BSBR501 Manage risk

## Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

## Performance Evidence

Evidence of the ability to:

- analyse information from a range of sources to identify the scope and context of the risk management process including:
  - stakeholder analysis
  - political, economic, social, legal, technological and policy context
  - current arrangements
  - objectives and critical success factors for the area included in scope
  - risks that may apply to scope
- consult and communicate with relevant stakeholders to identify and assess risks, determine appropriate risk treatment actions and priorities and explain the risk management processes
- develop and implement an action plan to treat risks
- monitor and evaluate the action plan and risk management process
- maintain documentation.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline the purpose and key elements of current risk management standards
- outline the legislative and regulatory context of the organisation in relation to risk management
- outline organisational policies, procedures and processes for risk management.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the regulation, licensing and risk - risk management field of work and include access to:

- relevant legislation, regulations, standards and codes
- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

## BSBSMB401 Establish legal and risk management requirements of small business

### Modification History

| Release   | Comments  |
|-----------|---|
| Release 2 | This version released with BSB Business Services Training Package Version 2.0.<br><br>Version created to clarify intent of unit |
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0.  |

### Application

This unit describes the skills and knowledge required to identify and comply with all regulations affecting the business.

It applies to individuals operating a small business who use analytical skills to interpret legislation and regulations and develop procedures to manage compliance.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Management and Leadership – Small and Micro Business

### Elements and Performance Criteria

| ELEMENT   | PERFORMANCE CRITERIA   |
|---|--|
| <i>Elements describe the essential outcomes.</i>      | <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>   |
| 1. Identify and implement business legal requirements | 1.1 Identify and research possible options for the business legal structure using appropriate sources<br><br>1.2 Determine legislation and regulatory requirements affecting |

| ELEMENT   | PERFORMANCE CRITERIA   |
|---|--|
|   | <p>operations of the business under its chosen structure</p> <p>1.3 Develop and implement procedures to ensure full compliance with relevant legislation and regulatory requirements</p>   |
| 2. Comply with legislation, codes and regulatory requirements | <p>2.1 Establish systems to ensure legal rights and responsibilities of the business are identified and the business is adequately protected, specifically in relation to work health and safety (WHS), business registration and environmental requirements</p> <p>2.2 Identify taxation principles and requirements relevant to the business, and follow procedures to ensure compliance</p> <p>2.3 Identify and carefully maintain legal documents and maintain and update relevant records to ensure their ongoing security and accessibility</p> <p>2.4 Monitor provision of products and services of the business to protect legal rights and to comply with legal responsibilities</p> <p>2.5 Conduct investigations to identify areas of non-compliance with legal and regulatory requirements, and take corrective action where necessary</p> |
| 3. Negotiate and arrange contracts                            | <p>3.1 Seek legal advice on contractual rights and obligations, if required, to clarify business liabilities</p> <p>3.2 Investigate and assess potential products and services to determine procurement rights and ensure protection of business interests where applicable</p> <p>3.3 Negotiate and secure contractual procurement rights for goods and services including contracts with relevant people, as required, in accordance with the business plan</p> <p>3.4 Identify options for leasing or ownership of business premises and complete contractual arrangements in accordance with the business plan</p>   |
| 4. Identify and treat business risks                          | <p>4.1 identify potential internal and external risks to the business</p> <p>4.2 assess the probability and impact of identified risks</p> <p>4.3 prioritise risks for treatment</p> <p>4.4 develop actions to mitigate risks including identifying insurance requirements and adequate cover</p>  |

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill                      | Performance Criteria              | Description   |
|----------------------------|-----------------------------------|---|
| Reading                    | 1.1-1.3, 2.1-2.4, 3.2-3.5         | <ul style="list-style-type: none"> <li>Identifies, analyses and evaluates a range of complex text to determine legislative, regulatory and related business requirements</li> </ul>   |
| Writing                    | 1.3, 2.1, 2.3, 2.5, 3.1, 3.3, 3.5 | <ul style="list-style-type: none"> <li>Prepares written reports and workplace documentation that communicate complex information clearly and effectively</li> </ul>   |
| Oral Communication         | 2.5, 3.1, 3.3                     | <ul style="list-style-type: none"> <li>Uses specific and relevant language to clearly articulate legal issues, and uses questioning and listening techniques to clarify solutions</li> <li>Participates in verbal negotiations using tone and language suitable to audience</li> </ul>  |
| Numeracy                   | 2.2, 2.5, 3.3, 3.4                | <ul style="list-style-type: none"> <li>Reviews, analyses, compares and contrasts numerical data which may be embedded in documents</li> <li>Calculates business insurance costs and compares costing options</li> </ul>   |
| Navigate the world of work | 1.2, 1.3, 2.1                     | <ul style="list-style-type: none"> <li>Monitors adherence to organisational policies and legislative responsibilities and considers own role in terms of its contribution to broader goals of work environment</li> </ul>   |
| Interact with others       | 3.1, 3.3                          | <ul style="list-style-type: none"> <li>Plays a lead role in situations requiring effective collaboration, demonstrating high-level influencing skills, focusing and shaping awareness, and engaging and motivating others</li> </ul>  |
| Get the work done          | 1.1-1.3, 2.1                      | <ul style="list-style-type: none"> <li>Takes responsibility for planning and organising own workload, identifying ways of sequencing and combining elements for greater efficiency</li> <li>Implements actions as per plan, making adjustments if necessary and addressing unexpected issues</li> <li>Understands importance of secure information and privacy in relation to own work and takes personal responsibility for identifying and managing risk factors</li> <li>Makes a range of critical and non-critical decisions in complex situations, taking a range of constraints into account</li> </ul> |

## Unit Mapping Information

| Code and title<br>current version  | Code and title<br>previous version   | Comments                                 | Equivalence status |
|--|--|--|--------------------|
| BSBSMB401<br>Establish legal and<br>risk management<br>requirements of small<br>business Release 2 | BSBSMB401 Establish<br>legal and risk<br>management<br>requirements of small<br>business Release 1 | Minor edits to<br>clarify intent of unit | Equivalent unit    |

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>



## Assessment Requirements for BSBSMB401 Establish legal and risk management requirements of small business

### Modification History

| Release   | Comments  |
|-----------|---|
| Release 2 | This version released with BSB Business Services Training Package Version 2.0.<br><br>Version created to clarify intent of unit |
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0.  |

### Performance Evidence

Evidence of the ability to:

- demonstrate a systematic approach to identifying, managing and meeting legal and regulatory requirements, specifically in regard to WHS, business registration and environmental requirements
- ensure compliance, by:
  - following taxation and industrial relations principles
  - updating and maintaining legal documents
  - investigating areas of non-compliance
  - monitoring provision of products and services
  - taking corrective action where necessary
- negotiate and arrange contracts, including:
  - seeking legal advice
  - investigating procurement rights
  - identifying options of leasing or ownership of business premises.
- Identify, assess and treat risks specific to the business including
  - prioritising risks with highest probability of occurrence and greatest negative impact on the business
  - identifying insurance requirements

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline business registration and licensing requirements
- identify all government legislative requirements relating to the specific business operation
- explain creation and termination of relevant legal contracts
- summarise relevant cultural differences and legal implications
- describe legal rights and obligations of alternative ownership structures
- outline necessary record keeping to meet minimum legal and taxation requirements
- summarise relevant consumer legislation and industry codes of practice
- outline the key steps in the risk management process
- explain relevant insurance requirements and products.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the Management and Leadership – Small and Micro Business field of work and include access to:

- office equipment and resources
- business technology including internet access
- specialist software for analysis of data
- relevant legislation, regulations, standards and codes
- relevant workplace documentation and resources
- case studies, or where possible, real situations
- interaction with others.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

## BSBSMB403 Market the small business

### Modification History

| Release   | Comments  |
|-----------|---|
| Release 2 | This version released with BSB Business Services Training Package Version 2.0.<br><br>Version created to clarify intent |
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0.                                    |

### Application

This unit describes the skills and knowledge required to monitor and improve business performance via a clear marketing strategy integrated into the business plan.

It applies to individuals who operate a small business independently or within a larger organisation. Individuals in this role analyse and interpret market data.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Management and Leadership – Small and Micro Business

### Elements and Performance Criteria

| ELEMENT  | PERFORMANCE CRITERIA   |
|--|--|
| <i>Elements describe the essential outcomes.</i> | <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>   |
| 1. Develop marketing strategies                  | 1.1 Analyse the business and its key products or services to determine focus of marketing activities, in accordance with objectives of the business plan<br><br>1.2 Evaluate customer base and target market for the small |

| ELEMENT                                       | PERFORMANCE CRITERIA   |
|---|--|
|   | <p>business as a basis for marketing objectives and strategies</p> <p>1.3 Conduct a competitor analysis to inform development of marketing strategies</p> <p>1.4 Determine marketing objectives in consultation with relevant people and in accordance with the business plan</p> <p>1.5 Ensure strategies are ethically and culturally appropriate and aligned with customer and industry expectations</p>  |
| 2. Determine a marketing mix for the business | <p>2.1 Assess product mix, volumes and pricing opportunities to determine marketing focus and optimise profit</p> <p>2.2 Evaluate costs and benefits of using different distribution channels or providing different levels of customer service, and consider results in determining marketing mix</p> <p>2.3 Determine marketing and promotional activities including the role of digital engagement to suit target market</p> <p>2.4 Consider the customer journey and conversations in determining marketing mix</p>  |
| 3. Implement marketing strategies             | <p>3.1 Brief those involved in the marketing effort on their roles and responsibilities, to ensure success of marketing strategies</p> <p>3.2 Plan and implement marketing activities, in accordance with marketing objectives and budgetary requirements</p> <p>3.3 Consider digital devices, platforms and technologies for effectiveness in implementing marketing activities</p>   |
| 4. Monitor and improve marketing performance  | <p>4.1 Monitor marketing activities and evaluate business performance according to objectives and targets of the business plan</p> <p>4.2 Analyse performance gaps and take corrective action or set new targets</p> <p>4.3 Encourage all relevant people to propose ways to improve marketing performance</p> <p>4.4 Seek and analyse customer reaction to all aspects of the marketing mix, using culturally appropriate processes, to improve targeting and outcomes</p> <p>4.5 Conduct ongoing research of customer requirements and expectations in both on-line and off-line environments to identify opportunities for change and improvement</p> <p>4.6 Identify and respond to opportunities to aid business development through new technologies and different ways of</p> |

| ELEMENT | PERFORMANCE CRITERIA |
|---------|----------------------|
|         | marketing            |

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill                      | Performance Criteria                 | Description  |
|----------------------------|--------------------------------------|--|
| Reading                    | 1.1-1.3, 2.2-2.4, 3.2, 4.1, 4.4, 4.6 | <ul style="list-style-type: none"> <li>Identifies, analyses and evaluates complex information from a range of sources</li> </ul>   |
| Writing                    | 1.3, 2.3, 2.5, 3.1, 3.2, 4.4-4.6     | <ul style="list-style-type: none"> <li>Prepares reports and other workplace documentation using structure, layout and terminology appropriate to the audience</li> </ul>   |
| Oral Communication         | 1.3, 3.1, 4.3, 4.4                   | <ul style="list-style-type: none"> <li>Presents ideas and requirements clearly and using language and non-verbal techniques appropriate to audience and environment</li> <li>Uses questioning and listening to check and confirm understanding</li> </ul>  |
| Numeracy                   | 2.1, 2.2, 3.2, 4.2                   | <ul style="list-style-type: none"> <li>Analyses numerical information to determine budgetary requirements and product quantities</li> <li>Uses a range of calculation methods to evaluate costs and benefits</li> </ul>  |
| Navigate the world of work | 4.5                                  | <ul style="list-style-type: none"> <li>Regularly reviews current situation and develops strategies to address improvements in marketing performance</li> </ul>   |
| Interact with others       | 4.3                                  | <ul style="list-style-type: none"> <li>Recognises importance of building rapport to establish effective working relationships</li> </ul>   |
| Get the work done          | 1.1-1.3, 2.1-2.5, 3.2, 4.1, 4.2      | <ul style="list-style-type: none"> <li>Takes responsibility for planning and organising own workload, identifying ways of sequencing and combining elements for greater efficiency</li> <li>Implements actions as per plan, making slight adjustments if necessary and addressing some unexpected issues</li> <li>Makes a range of critical and non-critical decisions in relatively complex situations, taking a range of constraints into account</li> <li>Identifies concepts, principles and features of approaches in use in other contexts, and redesigns</li> </ul> |

|  |  |  |
|--|--|--|
|  |  | <p>these to suit own situation</p> <ul style="list-style-type: none"> <li>• Uses formal and informal processes to monitor implementation of solutions and reflect on outcomes</li> </ul> |
|--|--|--|

## Unit Mapping Information

| Code and title<br>current version             | Code and title<br>previous version            | Comments                  | Equivalence status |
|---|---|---------------------------|--------------------|
| BSBSMB403 Market the small business Release 2 | BSBSMB403 Market the small business Release 1 | Updated to clarify intent | Equivalent unit    |

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

# Assessment Requirements for BSBSMB403 Market the small business

## Modification History

| Release   | Comments  |
|-----------|---|
| Release 2 | This version first released with BSB Business Services Training Package Version 2.0.<br><br>Version created to clarify intent of unit |
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0.  |

## Performance Evidence

Evidence of the ability to:

- determine marketing activity focus in line with objectives of the business plan
- evaluate customer base
- understand what is ethically and culturally appropriate
- determine a marketing mix according to market and business needs, including:
  - ability to optimise sales and profit
  - ability to evaluate costs and benefits
  - determine customer needs and promotional activities
- determine marketing strategies, including briefing appropriate personnel on their responsibilities
- identify marketing opportunities in the digital environment
- develop approaches to engage, respond and monitor customers in the digital space
- monitor and evaluate activities and performance, and correct performance gaps
- consult and communicate effectively with relevant people
- research and monitor ongoing changes and improvements.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- discuss industry market trends
- identify performance evaluation methods
- explain methods of analysing costs and benefits of marketing strategies
- summarise methods of developing marketing objectives and marketing mix
- compare current digital devices, platforms and technologies for effectiveness in achieving marketing objectives
- outline methods of monitoring customer satisfaction
- identify relevant market analysis and research
- provide a detailed explanation of relevant marketing concepts and methods.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the Management and Leadership – Small and Micro Business field of work and include access to:

- business technology
- software for analysis of data
- workplace documents and case studies or where possible, real situations
- interaction with others.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>



## BSBSMB404 Undertake small business planning

### Modification History

| Release   | Comments  |
|-----------|---|
| Release 2 | This version released with BSB Business Services Training Package Version 2.0.<br>Version created to clarify intent of unit |
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0.  |

### Application

This unit describes the skills and knowledge required to research and develop an integrated business plan for achieving business goals and objectives.

It applies to individuals who operate a small business that operates independently, or as part of a larger organisation. Individuals in this role interpret business information and numerical data competently.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Management and Leadership – Small and Micro Business

### Elements and Performance Criteria

| ELEMENT  | PERFORMANCE CRITERIA  |
|--|---|
| <i>Elements describe the essential outcomes.</i> | <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>  |
| 1. Identify elements of the business plan        | 1.1 Identify purpose of the business plan<br>1.2 Identify and review essential components of the business plan<br>1.3 Identify and document business goals and objectives as a basis for measuring business performance |

| ELEMENT                                    | PERFORMANCE CRITERIA   |
|--|--|
| 2. Develop a business plan                 | <p>2.1 Research resources, legal and compliance requirements, specifically in relation to work health and safety (WHS), in accordance with business goals and objectives</p> <p>2.2 Research market needs, and market size and potential</p> <p>2.3 Identify sources and costs of finance, from financial plan, to provide required liquidity and profitability for the business</p> <p>2.4 Identify methods, from marketing strategies, to promote market exposure of the business</p> <p>2.5 Identify methods or means of production or operation from production or operations plan to conform with business goals and objectives</p> <p>2.6 Identify staffing requirements to effectively produce or deliver products and services</p> <p>2.7 Identify, assess and prioritise internal and external risks</p> <p>2.8 Identify specialist services and sources of advice, where required, and cost in accordance with available resources</p> |
| 3. Develop strategies for minimising risks | <p>3.1 Identify specific interests and objectives of relevant people and seek and confirm their support of planned business direction</p> <p>3.2 Identify and develop risk management strategies according to business goals and objectives, and relevant legal requirements</p> <p>3.3 Develop a contingency plan to address possible areas of non-conformance with the plan</p>  |

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill   | Performance Criteria       | Description   |
|---------|----------------------------|---|
| Reading | 1.1-1.3, 2.1-2.7, 3.1, 3.2 | <ul style="list-style-type: none"> <li>Identifies, analyses and evaluates complex workplace documentation during planning process</li> </ul>                        |
| Writing | 1.3, 2.3-2.7, 3.1-3.3      | <ul style="list-style-type: none"> <li>Prepares written reports and workplace documentation that communicate complex information clearly and effectively</li> </ul> |
| Oral    | 1.1, 3.1                   | <ul style="list-style-type: none"> <li>Articulates ideas and requirements clearly and</li> </ul>  |

|                            |                             |  |
|----------------------------|-----------------------------|--|
| Communication              |                             | creatively based on techniques appropriate to assess business performance  |
| Numeracy                   | 2.2, 2.3, 2.5-2.7           | <ul style="list-style-type: none"> <li>Interprets numerical information to determine prospective markets, resource allocations and business profits/losses</li> </ul>  |
| Navigate the world of work | 2.1, 3.2                    | <ul style="list-style-type: none"> <li>Appreciates implications of legal and regulatory responsibilities related to own work</li> </ul>  |
| Interact with others       | 3.1                         | <ul style="list-style-type: none"> <li>Looks for strengths in others, finding ways of working with and building on these and sharing own knowledge and experience freely</li> </ul>  |
| Get the work done          | 1.1, 1.2, 2.1-2.7, 3.2, 3.3 | <ul style="list-style-type: none"> <li>Uses a combination of formal, logical planning processes and an increasingly intuitive understanding of context to identify relevant information and to evaluate alternative strategies</li> <li>Implements actions as per plan, making slight adjustments if necessary, and addressing some unexpected issues</li> <li>Makes a range of critical and non-critical decisions in relatively complex situations, taking a range of constraints into account</li> <li>Identifies concepts, principles and features of approaches in use in other contexts, and redesigns these to suit own situation</li> <li>Uses formal and informal processes to monitor implementation of solutions and reflect on outcomes</li> </ul> |

## Unit Mapping Information

| Code and title<br>current version                              | Code and title<br>previous version                             | Comments                     | Equivalence status |
|--|--|------------------------------|--------------------|
| BSBSMB404<br>Undertake small<br>business planning<br>Release 2 | BSBSMB404<br>Undertake small<br>business planning<br>Release 1 | Updated to clarify<br>intent | Equivalent unit    |

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>



# Assessment Requirements for BSBSMB404 Undertake small business planning

## Modification History

| Release   | Comments  |
|-----------|---|
| Release 2 | This version released with BSB Business Services Training Package Version 2.0.<br>Version created to clarify intent of unit |
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0.  |

## Performance Evidence

Evidence of the ability to:

- develop a business plan which provides for finance, marketing and provision of products or services to facilitate all business goals and objectives
- identify and plan all work health and safety (WHS) and duty of care responsibilities
- identify and assess internal and external risks to the business
- develop risk management strategies including a contingency plan for non-conformance.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- discuss all government legislative requirements relating to business operation, especially in regard to WHS and environmental issues, equal employment opportunity, industrial relations and anti-discrimination
- explain methods of evaluation
- summarise WHS responsibilities and procedures for identifying hazards relevant to the business
- outline planning processes
- describe preparation of a business plan
- identify principles of risk management relevant to small business planning
- outline common risks particular to the small business type or industry
- explain reasons for, and benefits of, business planning

- clarify relevant industry codes of practice
- outline setting goals and objectives
- explain types of business planning – feasibility studies; strategic, operational, financial and marketing planning.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the Management and Leadership – Small and Micro Business field of work and include access to:

- business equipment and resources
- relevant legislation, regulations, standards and codes
- relevant workplace documentation and resources
- case studies or where possible, real situations
- interaction with others.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

# BSBSUS201 Participate in environmentally sustainable work practices

## Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

## Application

This unit describes the skills and knowledge required to effectively measure current resource use and carry out improvements, including reducing the negative environmental impact of work practices.

It applies to individuals, working under supervision or guidance, who are required to follow workplace procedures and instructions, and work in an environmentally sustainable manner within scope of competency, authority and own level of responsibility.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Industry Capability – Sustainability

## Elements and Performance Criteria

| ELEMENT  | PERFORMANCE CRITERIA  |
|--|---|
| <i>Elements describe the essential outcomes.</i> | <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>  |
| 1. Identify current resource use                 | 1.1 Identify workplace environmental and resource efficiency issues<br>1.2 Identify resources used in own work role<br>1.3 Document and measure current usage of resources using appropriate techniques<br>1.4 Record and file documentation measuring current usage, using |

| ELEMENT  | PERFORMANCE CRITERIA  |
|--|---|
|  | technology (such as software systems) where applicable<br>1.5 Identify and report workplace environmental hazards to appropriate personnel  |
| 2. Comply with environmental regulations             | 2.1 Follow workplace procedures to ensure compliance<br>2.2 Report breaches or potential breaches to appropriate personnel  |
| 3. Seek opportunities to improve resource efficiency | 3.1 Follow organisational plans to improve environmental practices and resource efficiency<br>3.2 Work as part of a team, where relevant, to identify possible areas for improvements to work practices in own work area<br>3.3 Make suggestions for improvements to workplace practices in own work area |

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill                      | Performance Criteria | Description  |
|----------------------------|----------------------|--|
| Reading                    | 1.1, 1.3, 2.1, 3.1   | <ul style="list-style-type: none"> <li>Recognises and interprets textual information to establish job requirements from relevant information</li> </ul>  |
| Writing                    | 1.3, 1.4, 1.5, 2.2   | <ul style="list-style-type: none"> <li>Completes documents using required formats</li> </ul>   |
| Oral Communication         | 1.5, 2.2, 3.3        | <ul style="list-style-type: none"> <li>Articulates ideas clearly and uses simple and relevant language to identify and report issues to designated person</li> </ul>   |
| Numeracy                   | 1.3                  | <ul style="list-style-type: none"> <li>Calculates basic metric measurements to determine resource usage</li> </ul>   |
| Navigate the world of work | 2.1                  | <ul style="list-style-type: none"> <li>Understands and adheres to legal and regulatory responsibilities related to own work</li> </ul>   |
| Interact with others       | 1.5, 2.2, 3.2, 3.3   | <ul style="list-style-type: none"> <li>Selects and uses appropriate conventions and protocols when communicating with co-workers in range of work contexts</li> <li>Collaborates and cooperates with others to achieve joint outcomes</li> </ul> |
| Get the work               | 1.1-1.4, 3.1, 3.3    | <ul style="list-style-type: none"> <li>Implements actions as per plan, taking some responsibility for sequencing and timing of tasks</li> </ul>  |



|      |  |  |
|------|--|--|
| done |  | <ul style="list-style-type: none"> <li>• Uses main features and functions of digital tools to complete work tasks and access information</li> <li>• Analyses current practices to identify opportunities for improvement.</li> </ul> |
|------|--|--|

## Unit Mapping Information

| Code and title<br>current version                                      | Code and title<br>previous version                                      | Comments  | Equivalence status |
|--|---|---|--------------------|
| BSBSUS201<br>Participate in environmentally sustainable work practices | BSBSUS201A<br>Participate in environmentally sustainable work practices | Updated to meet Standards for Training Packages | Equivalent unit    |

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

# Assessment Requirements for BSBSUS201 Participate in environmentally sustainable work practices

## Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

## Performance Evidence

Evidence of the ability to:

- locate and interpret a range of environment/sustainability legislation and procedural requirements
- participate in and support discussions for an improved resource efficiency process
- identify, document and measure usage of resources
- collaborate with team members on suggestions for improving workplace practices.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify environmental and resource hazards/risks as well as environmental or sustainability legislation, regulations and codes of practice applicable to own role
- outline sustainability requirements in the workplace
- identify reporting channels and procedures to report breaches and potential issues
- identify where to find environmental and resource efficiency systems and procedures.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the sustainability field of work and include access to:

- documentation, information and resources related to workplace environmental and resource efficiency issues
- office equipment and resources
- case studies and, where possible, real situations

- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

## BSBSUS401 Implement and monitor environmentally sustainable work practices

### Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with BSB Business Services Training Package Version 2.0.<br><br>Version created to better align unit to AQF level. |

### Application

This unit describes the skills and knowledge required to effectively analyse the workplace in relation to environmentally sustainable work practices and to implement improvements and monitor their effectiveness.

It applies to individuals with responsibility for a specific area of work or who lead a work group or team and addresses the knowledge, processes and techniques necessary to implement and monitor environmentally sustainable work practices, including the development of processes and tools.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Industry Capability – Sustainability

### Elements and Performance Criteria

| ELEMENT  | PERFORMANCE CRITERIA  |
|--|---|
| <i>Elements describe the essential outcomes.</i>               | <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>                    |
| 1. Investigate current practices in relation to resource usage | 1.1 Identify environmental regulations applying to the enterprise<br>1.2 Analyse procedures for assessing compliance with |

| ELEMENT   | PERFORMANCE CRITERIA  |
|---|---|
|   | <p>environmental/sustainability regulations</p> <p>1.3 Collect information on environmental and resource efficiency systems and procedures, and provide to the work group where appropriate</p> <p>1.4 Collect, analyse and organise information from a range of sources to provide information/advice and tools/resources for improvement opportunities</p> <p>1.5 Measure and document current resource usage of members of the work group</p> <p>1.6 Analyse and document current purchasing strategies</p> <p>1.7 Analyse current work processes to access information and data to assist in identifying areas for improvement</p>  |
| 2. Set targets for improvements                 | <p>2.1 Seek input from stakeholders, key personnel and specialists</p> <p>2.2 Access external sources of information and data as required</p> <p>2.3 Evaluate alternative solutions to workplace environmental issues</p> <p>2.4 Set efficiency targets</p>   |
| 3. Implement performance improvement strategies | <p>3.1 Source and use appropriate techniques and tools to assist in achieving efficiency targets</p> <p>3.2 Apply continuous improvement strategies to own work area of responsibility, including ideas and possible solutions to communicate to the work group and management</p> <p>3.3 Implement and integrate environmental and resource efficiency improvement plans for own work group with other operational activities</p> <p>3.4 Supervise and support team members to identify possible areas for improved practices and resource efficiency in work area</p> <p>3.5 Seek suggestions and ideas about environmental and resource efficiency management from stakeholders and act upon where appropriate</p> <p>3.6 Implement costing strategies to fully utilise environmental assets</p> |
| 4. Monitor performance                          | <p>4.1 Use and/or develop evaluation and monitoring, tools and technology</p> <p>4.2 Document and communicate outcomes to report on efficiency targets to key personnel and stakeholders</p> <p>4.3 Evaluate strategies and improvement plans</p> <p>4.4 Set new efficiency targets, and investigate and apply new tools</p>  |

| ELEMENT | PERFORMANCE CRITERIA   |
|---------|--|
|         | and strategies<br>4.5 Promote successful strategies and reward participants where possible |

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill                      | Performance Criteria   | Description  |
|----------------------------|--|--|
| Reading                    | 1.1-1.4, 1.6, 1.7, 2.3, 3.1                                    | <ul style="list-style-type: none"> <li>Identifies and analyses complex texts to determine legislative, regulatory and business requirements</li> <li>Reviews reported information to evaluate workplace strategies and improvement practices</li> </ul>  |
| Writing                    | 1.5, 1.6, 2.1, 2.2, 2.4, 3.1-3.3, 4.4, 4.5                     | <ul style="list-style-type: none"> <li>Documents findings of investigations from written and oral sources according to organisational requirements</li> <li>Provides updates about progress using formats and language appropriate to the audience and context</li> </ul>  |
| Oral Communication         | 2.1, 2.2, 3.3-3.5, 4.4, 4.5                                    | <ul style="list-style-type: none"> <li>Presents information and seeks advice using structure and language appropriate to audience</li> <li>Participates in discussions using listening and questioning to elicit the views of others and to clarify or confirm understanding</li> </ul>  |
| Numeracy                   | 1.5, 2.4, 3.1, 3.6, 4.4  | <ul style="list-style-type: none"> <li>Analyses numerical information to measure usage and calculates metric measurements, quantities/ratios and financial data using appropriate tools</li> </ul>   |
| Navigate the world of work | 1.1, 1.2   | <ul style="list-style-type: none"> <li>Recognises and follows legislative requirements and organisational policies and procedures associated with own role</li> </ul>  |
| Interact with others       | 1.3, 2.1, 2.2, 3.3-3.5, 4.2, 4.4, 4.5                          | <ul style="list-style-type: none"> <li>Selects and uses appropriate conventions and protocols when communicating with internal and external stakeholders to seek or share information</li> <li>Collaborates and consults with a range of stakeholders to achieve shared understanding of individual roles in meeting objectives</li> </ul> |
| Get the work done          | 1.2, 1.4-1.7, 2.3, 2.4, 3.1, 3.2, 3.3, 3.5, 3.6, 4.1, 4.3, 4.4 | <ul style="list-style-type: none"> <li>Develops plans to manage routine and non-routine tasks for own work group with an awareness of how they contribute to the broader organisation</li> <li>Uses systematic, analytical processes to set</li> </ul>   |

|  |  |  |
|--|--|--|
|  |  | <p>environmental targets, gather relevant information, identify and evaluate alternative approaches</p> <ul style="list-style-type: none"> <li>• Evaluates outcomes of decisions to identify opportunities for improvement</li> <li>• Uses the main features and functions of digital tools to complete work tasks and access information</li> </ul> |
|--|--|--|

## Unit Mapping Information

| Code and title<br>current version   | Code and title<br>previous version  | Comments                      | Equivalence status |
|---|---|-------------------------------|--------------------|
| BSBSUS401<br>Implement and monitor environmentally sustainable work practices | BSBSUS301<br>Implement and monitor environmentally sustainable work practices | Recoded to meet AQF standards | Equivalent unit    |

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

# Assessment Requirements for BSBSUS401 Implement and monitor environmentally sustainable work practices

## Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with BSB Business Services Training Package Version 2.0.<br><br>Version created to better align unit to AQF level. |

## Performance Evidence

Evidence of the ability to:

- analyse information from a range of sources to identify current procedures, practices and compliance requirements in relation to environmental and resource sustainability
- consult and communicate with relevant stakeholders to seek input and encourage engagement with developing and implementing sustainability improvements, encourage feedback and suggestions and report on outcomes
- plan and organise work group activities to:
  - measure current resource usage
  - solve problems and generate ideas for improvements
  - evaluate and implement strategies to improve resource usage
  - plan, implement and integrate improvements into operations
  - meet environmental requirements
- apply continuous improvement approach to sustainability performance
- apply change management techniques to support sustainability performance.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify relevant internal and external sources of information and explain how they can be used to identify sustainability improvements



- explain the compliance requirements for the work area with reference to legislation, regulations, codes of practice and workplace procedures that relate to environmental and resource issues
- outline common environmental and energy efficiency issues within the industry
- give examples of benchmarks for environmental and resource sustainability that are relevant to the organisation
- outline organisational systems and procedures that relate to environmental and resource sustainability improvements including:
  - supply chain, procurement and purchasing
  - quality assurance
  - making recommendations and seeking approvals

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the sustainability field of work and include access to:

- relevant legislation, regulations, standards and codes
- relevant workplace documentation and resources
- case studies or, where possible, real situations
- interaction with others.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

# BSBSUS501 Develop workplace policy and procedures for sustainability

## Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

## Application

This unit describes the skills and knowledge required to develop and implement a workplace sustainability policy and to modify the policy to suit changed circumstances.

It applies to individuals with managerial responsibilities who undertake work developing approaches to create, monitor and improve strategies and policies within workplaces and engage with a range of relevant stakeholders and specialists.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Industry Capability – Sustainability

## Elements and Performance Criteria

| ELEMENT  | PERFORMANCE CRITERIA   |
|--|--|
| <i>Elements describe the essential outcomes.</i> | <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>   |
| 1. Develop workplace sustainability policy       | 1.1 Define scope of sustainability policy<br>1.2 Gather information from a range of sources to plan and develop policy<br>1.3 Identify and consult stakeholders as a key component of the policy development process<br>1.4 Include appropriate strategies in policy at all stages of work for |

| ELEMENT  | PERFORMANCE CRITERIA  |
|--|---|
|  | <p>minimising resource use, reducing toxic material and hazardous chemical use and employing life cycle management approaches</p> <p>1.5 Make recommendations for policy options based on likely effectiveness, timeframes and cost</p> <p>1.6 Develop policy that reflects the organisation's commitment to sustainability as an integral part of business planning and as a business opportunity</p> <p>1.7 Agree to appropriate methods of implementation, outcomes and performance indicators</p> |
| 2. Communicate workplace sustainability policy           | <p>2.1 Promote workplace sustainability policy, including its expected outcome, to key stakeholders</p> <p>2.2 Inform those involved in implementing the policy about expected outcomes, activities to be undertaken and assigned responsibilities</p>  |
| 3. Implement workplace sustainability policy             | <p>3.1 Develop and communicate procedures to help implement workplace sustainability policy</p> <p>3.2 Implement strategies for continuous improvement in resource efficiency</p> <p>3.3 Establish and assign responsibility for recording systems to track continuous improvements in sustainability approaches</p>  |
| 4. Review workplace sustainability policy implementation | <p>4.1 Document outcomes and provide feedback to key personnel and stakeholders</p> <p>4.2 Investigate successes or otherwise of policy</p> <p>4.3 Monitor records to identify trends that may require remedial action and use to promote continuous improvement of performance</p> <p>4.4 Modify policy and or procedures as required to ensure improvements are made</p>  |

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill | Performance Criteria | Description |
|-------|----------------------|-------------|
|       |                      |             |

|                            |  |  |
|----------------------------|--|--|
| Reading                    | 1.1, 1.2, 4.2, 4.3   | <ul style="list-style-type: none"> <li>Identifies, analyses and evaluates complex textual information to determine legislative and regulatory requirements, trends and outcomes</li> </ul>   |
| Writing                    | 1.2-1.7, 2.1, 2.2, 3.1, 3.3, 4.1, 4.3, 4.4                     | <ul style="list-style-type: none"> <li>Researches, plans and prepares documentation using format and language appropriate to context, organisational requirements and audience</li> </ul>  |
| Oral Communication         | 1.2, 1.3, 2.1, 2.2, 3.1, 4.1                                   | <ul style="list-style-type: none"> <li>Presents information and seeks advice using language appropriate to audience</li> <li>Participates in discussions using listening and questioning to elicit the views of others and to clarify or confirm understanding</li> </ul>  |
| Numeracy                   | 1.5, 4.3   | <ul style="list-style-type: none"> <li>Interprets and uses mathematical equations to calculate numerical information relating to time durations and costs</li> </ul>   |
| Navigate the world of work | 1.1-1.6, 3.1, 4.4  | <ul style="list-style-type: none"> <li>Develops, monitors and modifies organisational policies and procedures in accordance with legislative requirements and organisation goals</li> </ul>  |
| Interact with others       | 1.2, 1.3, 2.1, 2.2, 3.1, 3.3, 4.1, 4.3                         | <ul style="list-style-type: none"> <li>Selects and uses appropriate conventions and protocols when communicating with internal and external stakeholders to seek or share information</li> <li>Plays a lead role in consulting and negotiating positive outcomes with a range of stakeholders</li> </ul>   |
| Get the work done          | 1.2, 1.4-1.7, 2.3, 2.4, 3.1, 3.2, 3.3, 3.5, 3.6, 4.1, 4.3, 4.4 | <ul style="list-style-type: none"> <li>Plans, organises and implements work activities of self and others that ensure compliance with organisational policies and procedures, and legislative requirements</li> <li>Sequences and schedules complex activities, monitors implementation, and manages relevant communication</li> <li>Uses systematic, analytical processes in relatively complex situations, setting goals, gathering relevant information, and identifying and evaluating options against agreed criteria</li> <li>Evaluates outcomes of decisions to identify opportunities for improvement</li> </ul> |

## Unit Mapping Information

| Code and title current version            | Code and title previous version                       | Comments  | Equivalence status |
|---|---|---|--------------------|
| BSBSUS501<br>Develop workplace policy and | BSBSUS501A<br>Develop workplace policy and procedures | Updated to meet Standards for Training Packages | Equivalent unit    |

| <b>Code and title<br/>current version</b> | <b>Code and title<br/>previous version</b> | <b>Comments</b>                             | <b>Equivalence status</b> |
|---|--|---|---------------------------|
| procedures for sustainability             | for sustainability                         | Minor edits to clarify performance criteria |                           |

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

# Assessment Requirements for BSBSUS501 Develop workplace policy and procedures for sustainability

## Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

## Performance Evidence

Evidence of the ability to:

- scope and develop organisational policies and procedures that comply with legislative requirements and support the organisation's sustainability goals covering at a minimum:
  - minimising resource use
  - resource efficiency
  - reducing toxic material and hazardous chemical use
  - employing life cycle management approaches
  - continuous improvement
- plan and implement sustainability policy and procedures including:
  - agreed outcomes
  - performance indicators
  - activities to be undertaken
  - assigned responsibilities
  - record keeping, review and improvement processes
- consult and communicate with relevant stakeholders to generate engagement with sustainability policy development, implementation and continuous improvement
- review and improve sustainability policies.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline the environmental or sustainability legislation, regulations and codes of practice applicable to the organisation identify internal and external sources of information and explain how they can be used to plan and develop the organisation's sustainability policy

- explain policy development processes and practices
- outline organisational systems and procedures that relate to sustainability
- outline typical barriers to implementing policies and procedures in an organisation and possible strategies to address them.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the sustainability field of work and include access to:

- relevant legislation, regulations, standards and codes
- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

## BSBWOR202 Organise and complete daily work activities

### Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

### Application

This unit describes the skills and knowledge required to seek feedback for performance improvement and use current technology appropriate to the task.

It applies to individuals working under direct supervision who develop basic skills and knowledge for working in a broad range of settings.

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

### Unit Sector

Industry Capability – Workplace Effectiveness

### Elements and Performance Criteria

| ELEMENT  | PERFORMANCE CRITERIA   |
|--|--|
| <i>Elements describe the essential outcomes.</i> | <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>   |
| 1. Organise work schedule                        | 1.1 Discuss and agree on work goals and plans with assistance from appropriate persons<br>1.2 Develop an understanding of the relationship between individual work goals and plans, and organisational goals and plans<br>1.3 Plan and prioritise workload within allocated timeframes |
| 2. Complete work tasks                           | 2.1 Complete tasks within designated timelines and in accordance with organisational requirements and instructions   |



| ELEMENT                    | PERFORMANCE CRITERIA  |
|----------------------------|---|
|                            | 2.2 Use effective questioning to seek assistance from colleagues when difficulties arise in achieving allocated tasks<br>2.3 Identify factors affecting work requirements and take appropriate action<br>2.4 Use business technology efficiently and effectively to complete work tasks<br>2.5 Communicate progress on task to supervisor or colleagues as required |
| 3. Review work performance | 3.1 Seek feedback on work performance from supervisors or colleagues<br>3.2 Monitor and adjust work according to feedback obtained through supervision and comparison with established team and organisational standards<br>3.3 Identify and plan opportunities for improvement in liaison with colleagues  |

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill                      | Performance Criteria    | Description   |
|----------------------------|-------------------------|---|
| Reading                    | 1.2, 2.1, 3.2           | <ul style="list-style-type: none"> <li>Recognises and interprets textual information to determine and adhere to organisational and task requirements</li> </ul>   |
| Writing                    | 1.3, 2.5, 3.3           | <ul style="list-style-type: none"> <li>Completes required documents using organisational formats</li> </ul>   |
| Oral Communication         | 1.1, 2.1, 2.2, 2.5, 3.1 | <ul style="list-style-type: none"> <li>Uses listening and questioning techniques to seek information and confirm understanding</li> <li>Participates in verbal interactions using language and features suitable to audience and context</li> </ul> |
| Numeracy                   | 1.3, 2.1                | <ul style="list-style-type: none"> <li>Interprets numerical information related to timeframes</li> </ul>  |
| Navigate the world of work | 1.2, 2.1, 3.2           | <ul style="list-style-type: none"> <li>Complies with organisational policies, procedures and standards</li> </ul>   |
| Get the work               | 1.1, 1.3, 2.1-2.4, 3.2, | <ul style="list-style-type: none"> <li>Prioritises work and completes activities within designated timeframes</li> </ul>  |

|      |     |  |
|------|-----|--|
| done | 3.3 | <ul style="list-style-type: none"> <li>Identifies and solves routine problems</li> <li>Selects and uses appropriate digital tools to complete tasks</li> </ul> |
|------|-----|--|

## Unit Mapping Information

| Code and title<br>current version                        | Code and title<br>previous version                        | Comments  | Equivalence status |
|--|---|---|--------------------|
| BSBWOR202<br>Organise and complete daily work activities | BSBWOR202A<br>Organise and complete daily work activities | Updated to meet Standards for Training Packages | Equivalent unit    |

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

# Assessment Requirements for BSBWOR202 Organise and complete daily work activities

## Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

## Performance Evidence

Evidence of the ability to:

- plan and organise workload with the assistance of others
- complete tasks, using appropriate digital tools, within specified timelines seeking assistance as required
- use effective communication skills to seek assistance or feedback from others
- seek and use feedback from others to monitor and improve work performance.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline the organisational standards, policies and procedures that relate to own work role
- explain the relationship between an individual's work goals and plans and the organisation's goals and plans
- list some factors that can affect the ability to get work done, and explain the action to take
- explain how to plan and manage time.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the industry capability – workplace effectiveness field of work and include access to:

- office equipment and resources
- workplace documentation
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

## BSBWOR203 Work effectively with others

### Modification History

| Release   | Comments   |
|-----------|--|
| Release 2 | This version first released with BSB Business Services Training Package Version 1.1.<br>Version created to correct mapping table information |
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0.   |

### Application

This unit describes the skills and knowledge required to work cooperatively with others and deal effectively with issues, problems and conflict.

It applies to individuals who perform a range of routine tasks using a limited range of practical skills, and a fundamental knowledge of teamwork in a defined context under direct supervision or with limited individual responsibility.

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

### Unit Sector

Industry Capability – Workplace Effectiveness

### Elements and Performance Criteria

| ELEMENT  | PERFORMANCE CRITERIA   |
|--|--|
| <i>Elements describe the essential outcomes.</i> | <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>   |
| 1. Develop effective workplace relationships     | 1.1 Identify own responsibilities and duties in relation to workgroup members and undertake activities in a manner that promotes cooperation and good relationships<br>1.2 Take time and resource constraints into account in fulfilling |

| <b>ELEMENT</b>   | <b>PERFORMANCE CRITERIA</b>   |
|--|---|
|  | work requirements of self and others<br>1.3 Encourage, acknowledge and act on constructive feedback provided by others in the workgroup   |
| 2. Contribute to workgroup activities                  | 2.1 Provide support to team members to ensure workgroup goals are met<br>2.2 Contribute constructively to workgroup goals and tasks according to organisational requirements<br>2.3 Share information relevant to work with workgroup to ensure designated goals are met<br>2.4 Identify and plan strategies/opportunities for improvement of workgroup in liaison with workgroup   |
| 3. Deal effectively with issues, problems and conflict | 3.1 Respect differences in personal values and beliefs and their importance in the development of relationships<br>3.2 Identify any linguistic and cultural differences in communication styles and respond appropriately<br>3.3 Identify issues, problems and conflict encountered in the workplace<br>3.4 Seek assistance from workgroup members when issues, problems and conflict arise and suggest possible ways of dealing with them as appropriate or refer them to the appropriate person |

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| <b>Skill</b>       | <b>Performance Criteria</b> | <b>Description</b>   |
|--------------------|-----------------------------|--|
| Reading            | 1.1                         | <ul style="list-style-type: none"> <li>Identifies and interprets information to determine task requirements</li> </ul>   |
| Writing            | 2.3, 2.4                    | <ul style="list-style-type: none"> <li>Completes required documentation using organisational formats</li> <li>Composes simple documents for others to read</li> </ul>  |
| Oral Communication | 1.3, 3.2, 3.4               | <ul style="list-style-type: none"> <li>Presents information and seeks advice using language and features appropriate to audience</li> <li>Participates in discussions using listening and questioning to elicit views of others and to clarify or</li> </ul> |

|                            |                                  |  |
|----------------------------|----------------------------------|--|
|                            |                                  | confirm understanding  |
| Numeracy                   | 1.2                              | <ul style="list-style-type: none"> <li>Interprets information related to timeframes and resource quantities</li> </ul>   |
| Navigate the world of work | 1.1, 2.2                         | <ul style="list-style-type: none"> <li>Understands responsibilities of own role and follows explicit and implicit organisational protocols and procedures</li> </ul>   |
| Interact with others       | 1.1, 1.3, 2.1-2.4, 3.1, 3.2, 3.4 | <ul style="list-style-type: none"> <li>Selects and uses appropriate communication practices when seeking or sharing information Establishes and builds rapport and relationships with others to foster a culture of respect and cooperation in communications</li> </ul> |
| Get the work done          | 1.2, 2.4, 3.3, 3.4               | <ul style="list-style-type: none"> <li>Plans and organises work commitments to ensure deadlines and objectives are met</li> <li>Uses formal analytical thinking techniques to recognise and respond to routine problems</li> </ul>                                       |

## Unit Mapping Information

| Code and title<br>current version      | Code and title<br>previous version      | Comments  | Equivalence status |
|--|---|---|--------------------|
| BSBWOR203 Work effectively with others | BSBWOR203B Work effectively with others | Updated to meet Standards for Training Packages | Equivalent unit    |

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

# Assessment Requirements for BSBWOR203 Work effectively with others

## Modification History

| Release   | Comments   |
|-----------|--|
| Release 2 | This version first released with BSB Business Services Training Package Version 1.1.<br>Version created to correct mapping table information |
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0.   |

## Performance Evidence

Evidence of the ability to:

- identify own responsibilities in relation to the team and the organisation's requirements
- work effectively in a workgroup including:
  - supporting team members
  - using culturally appropriate communication skills
  - acting on constructive feedback
  - cooperating and contributing to team goals
  - identifying improvement opportunities
- identify problems and conflicts and address them appropriately.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline the organisational standards, policies and procedures that relate to own work role
- outline team responsibilities and duties and their relationship to individual responsibilities and duties.
- summarise conflict resolution techniques.



## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the industry capability – workplace effectiveness field of work and include access to:

- office equipment and resources
- workplace documentation
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

## BSBWOR204 Use business technology

### Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

### Application

This unit describes the skills and knowledge required to select and use computer software and organise electronic information and data.

It applies to individuals who apply a limited range of practical skills with a fundamental knowledge of equipment use and the organisation of data in a defined context, under direct supervision or with limited individual responsibility.

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

### Unit Sector

Industry Capability – Workplace Effectiveness

### Elements and Performance Criteria

| ELEMENT  | PERFORMANCE CRITERIA   |
|--|--|
| <i>Elements describe the essential outcomes.</i> | <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>   |
| 1. Select and use technology                     | 1.1 Select appropriate technology and software applications to achieve requirements of the task<br>1.2 Adjust workspace, furniture and equipment to suit user's ergonomic requirements<br>1.3 Use technology according to organisational requirements and in a way that promotes a safe work environment |
| 2. Process and organise                          | 2.1 Identify, open, generate or amend files and records according  |

| ELEMENT                | PERFORMANCE CRITERIA  |
|------------------------|---|
| data                   | <p>to task and organisational requirements</p> <p>2.2 Operate input devices according to organisational requirements</p> <p>2.3 Store data appropriately and exit applications without damage to or loss of, data</p> <p>2.4 Use manuals, training booklets and/or online help or helpdesks to overcome basic difficulties with applications</p>  |
| 3. Maintain technology | <p>3.1 Identify and replace used technology consumables in accordance with manufacturer's instructions and organisational requirements</p> <p>3.2 Carry out and/or arrange routine maintenance to ensure equipment is maintained in accordance with manufacturer's instructions and organisational requirements</p> <p>3.3 Identify equipment faults accurately and take action in accordance with manufacturer's instructions or report fault to designated person</p> |

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill                      | Performance Criteria        | Description   |
|----------------------------|-----------------------------|---|
| Reading                    | 1.3, 2.1, 2.2, 2.4, 3.1-3.3 | <ul style="list-style-type: none"> <li>Recognises and interprets information from familiar sources to determine job role and task requirements</li> </ul>   |
| Writing                    | 2.1, 2.3, 3.2, 3.3          | <ul style="list-style-type: none"> <li>Produces and amends files to meet task and organisational requirements</li> <li>Completes required documentation using organisational formats</li> </ul>                       |
| Oral Communication         | 3.3                         | <ul style="list-style-type: none"> <li>Uses specific and relevant language to refer faults to others</li> </ul>   |
| Navigate the world of work | 1.2, 1.3, 2.1, 2.2, 3.1-3.3 | <ul style="list-style-type: none"> <li>Recognises and follows legislative requirements and organisational policies and procedures associated with own role</li> </ul>   |
| Get the work done          | 1.1, 1.3, 2.1-2.4, 3.1-3.3  | <ul style="list-style-type: none"> <li>Uses business technologies and systems safely, when gathering, storing, accessing and sharing information</li> <li>Understands purposes, specific functions and key</li> </ul> |

|  |  |  |
|--|--|--|
|  |  | <p>features of common digital systems and business tools</p> <ul style="list-style-type: none"> <li>Operates digital systems and business tools effectively to complete routine tasks using some basic troubleshooting strategies as required</li> </ul> |
|--|--|--|

## Unit Mapping Information

| Code and title<br>current version | Code and title<br>previous version | Comments  | Equivalence status |
|-----------------------------------|------------------------------------|---|--------------------|
| BSBWOR204 Use business technology | BSBWOR204A Use business technology | Updated to meet Standards for Training Packages | Equivalent unit    |

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

# Assessment Requirements for BSBWOR204 Use business technology

## Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

## Performance Evidence

Evidence of the ability to:

- select and use technology safely and according to organisational requirements
- access, retrieve and store required data
- demonstrate basic maintenance on a range of equipment using manuals or help-files
- identify and address faults according to requirements.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline the organisation's work health and safety requirements
- outline the organisation's requirements for file naming and storage
- explain why regular back-ups of data are done
- list 'routine maintenance' tasks
- summarise the procedure for addressing equipment faults.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the industry capability – workplace effectiveness field of work and include access to:

- office equipment and resources
- electronic files and data
- workplace documentation and equipment manuals
- case studies and, where possible, real situations

- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

## BSBWRT401 Write complex documents

### Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

### Application

This unit describes the skills and knowledge required to plan documents, draft text, prepare final text and produce documents of some complexity.

It applies to individuals who work in a range of business environments and are skilled in the creation of reports, information and general promotion documents that are more complex than basic correspondence, memos or forms and that require review and analysis of a range of information sources.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Communication – Writing

### Elements and Performance Criteria

| ELEMENT  | PERFORMANCE CRITERIA   |
|--|--|
| <i>Elements describe the essential outcomes.</i> | <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>   |
| 1 Plan documents                                 | 1.1 Determine the purposes of documents<br>1.2 Choose appropriate formats for documents<br>1.3 Establish means of communication<br>1.4 Determine requirements of documents<br>1.5 Determine categories and logical sequences of data, information and knowledge to achieve document objectives |

| ELEMENT              | PERFORMANCE CRITERIA   |
|----------------------|--|
|                      | 1.6 Develop overview of structure and content of documents   |
| 2 Draft text         | <p>2.1 Review and organise available data, information and knowledge according to proposed structure and content</p> <p>2.2 Ensure data, information and knowledge is aggregated, interpreted and summarised to prepare text that satisfies document purposes and objectives</p> <p>2.3 Include graphics as appropriate</p> <p>2.4 Identify gaps in required data and information, and collect additional material from relevant enterprise personnel</p> <p>2.5 Draft text according to document requirements and genre</p> <p>2.6 Use language appropriate to the audience</p> |
| 3 Prepare final text | <p>3.1 Review draft text to ensure document objectives are achieved and requirements are met</p> <p>3.2 Check grammar, spelling and style for accuracy and punctuation</p> <p>3.3 Ensure draft text is approved by relevant enterprise personnel</p> <p>3.4 Incorporate revisions in final copy</p>  |
| 4 Produce document   | <p>4.1 Choose basic design elements for documents appropriate to audience and purpose</p> <p>4.2 Use word processing software to apply basic design elements to text</p> <p>4.3 Check documents to ensure all requirements are met</p>   |

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill   | Performance Criteria                   | Description  |
|---------|--|--|
| Reading | 1.1, 1.2, 2.1, 2.2, 2.4, 3.1, 3.2, 4.3 | <ul style="list-style-type: none"> <li>Interprets information to identify requirements and prepares material suitable to target audience and environment</li> <li>Proofreads texts for accuracy</li> </ul> |
| Writing | 1.6, 2.2, 2.3, 2.5,                    | <ul style="list-style-type: none"> <li>Creates documents for a specific audience using cohesive and well-structured language to convey</li> </ul>  |



|                            |                                |   |
|----------------------------|--------------------------------|---|
|                            | 2.6, 3.2, 3.4, 4.1             | <p>detailed and accurate information</p> <ul style="list-style-type: none"> <li>Ensures vocabulary, layout and grammatical arrangement achieves meaning and intent of document</li> </ul>   |
| Oral Communication         | 1.1, 1.4, 2.4, 3.3             | <ul style="list-style-type: none"> <li>Obtains information or clarifies requirements by asking questions and listening</li> </ul>   |
| Navigate the world of work | 1.4, 4.3                       | <ul style="list-style-type: none"> <li>Adheres to organisational policies and procedures related to document production</li> </ul>  |
| Interact with others       | 1.1, 1.4, 1.5, 2.4, 3.3        | <ul style="list-style-type: none"> <li>Follows accepted communication practices and protocols when seeking advice about documents from colleagues, supervisors and managers</li> </ul>  |
| Get the work done          | 1.1-1.6, 2.1-2.5, 3.3, 4.1-4.2 | <ul style="list-style-type: none"> <li>Plans, organises and implements tasks required to produce documents</li> <li>Makes decisions based on standard procedures, using more formal decision making processes where required</li> <li>Uses the main features and functions of digital tools to complete work tasks</li> </ul> |

## Unit Mapping Information

| Code and title<br>current version | Code and title<br>previous version | Comments  | Equivalence status |
|-----------------------------------|------------------------------------|---|--------------------|
| BSBWRT401 Write complex documents | BSBWRT401A Write complex documents | Updated to meet Standards for Training Packages | Equivalent unit    |

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

# Assessment Requirements for BSBWRT401 Write complex documents

## Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with BSB Business Services Training Package Version 1.0. |

## Performance Evidence

Evidence of the ability to:

- plan, draft and finalise complex documents that require review and analysis of a range of information sources
- use business technology to apply formatting, and incorporate graphics
- edit the draft text to ensure accuracy and clarity of information, obtain feedback on the draft and revise the draft
- apply the enterprise style guide/house style.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify the enterprise style guide/house style
- outline formatting styles and their impact on formatting, readability and appearance of documents
- explain rules and conventions for written English, as defined by general and specialist sources.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the communication – writing field of work and include access to:

- office equipment and resources
- organisational policies and procedures
- organisational style guides.

Assessors must satisfy NVR/AQTF assessor requirements.

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

## CHCAGE001 Facilitate the empowerment of older people

### Modification History

| Release   | Comments  |
|-----------|---|
| Release 1 | <p>This version was released in <i>CHC Community Services Training Package release 2.0</i> and meets the requirements of the 2012 Standards for Training Packages.</p> <p>Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.</p> |

### Application

This unit describes the skills and knowledge required to respond to the goals and aspirations of older people and provide support services in a manner that focuses on improving health outcomes and quality of life, using a person-centred approach.

This unit applies to support workers in residential or community contexts.

*The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.*

### Elements and Performance Criteria

#### ELEMENT

*Elements define the essential outcomes*

1. Develop relationships with older people

#### PERFORMANCE CRITERIA

*Performance criteria describe the performance needed to demonstrate achievement of the element.*

1.1 Conduct interpersonal exchanges in a manner that promotes empowerment and develops and maintains trust and goodwill

1.2 Recognise and respect older people's social, cultural and spiritual differences

1.3 Maintain confidentiality and privacy of the person within organisation policy and protocols

1.4 Work with the person to identify physical and social

| ELEMENT   | PERFORMANCE CRITERIA  |
|---|---|
| <i>Elements define the essential outcomes</i>     | <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i><br><br>enablers and disablers impacting on health outcomes and quality of life<br><br>1.5 Encourage the person to adopt a shared responsibility for own support as a means of achieving better health outcomes and quality of life   |
| 2. Provide services to older people               | 2.1 Identify and discuss services which empower the older person<br><br>2.2 Support the older person to express their own identity and preferences without imposing own values and attitudes<br><br>2.3 Adjust services to meet the specific needs of the older person and provide services according to the older person's preferences<br><br>2.4 Provide services according to organisation policies, procedures and duty of care requirements  |
| 3. Support the rights of older people             | 3.1 Assist the older person to understand their rights and the complaints mechanisms of the organisation<br><br>3.2 Deliver services ensuring the rights of the older person are upheld<br><br>3.3 Identify breaches of human rights and respond appropriately<br><br>3.4 Recognise signs consistent with financial, physical or emotional abuse or neglect of the older person and report to an appropriate person<br><br>3.5 Assist the person to access other support services and the complaints mechanisms as required |
| 4. Promote health and re-ablement of older people | 4.1 Encourage the older person to engage as actively as possible in all living activities and provide them with information and support to do so<br><br>4.2 Assist the older person to recognise the impact that changes associated with ageing may have on their   |

| ELEMENT                                       | PERFORMANCE CRITERIA  |
|---|---|
| <i>Elements define the essential outcomes</i> | <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i><br><br>activities of living<br>4.3 Identify strategies and opportunities that maximise engagement and promote healthy lifestyle practices<br>4.4 Identify and utilise aids and modifications that promote individual strengths and capacities to assist with independent living in the older person's environment<br>4.5 Discuss situations of risk or potential risk associated with ageing |

## Foundation Skills

*The Foundation Skills describe those required skills (such as language, literacy, numeracy and employment skills) that are essential to performance.*

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>

## Assessment Requirements for CHCAGE001 Facilitate the empowerment of older people

### Modification History

| Release   | Comments  |
|-----------|---|
| Release 1 | <p>This version was released in <i>CHC Community Services Training Package release 2.0</i> and meets the requirements of the 2012 Standards for Training Packages.</p> <p>Significant change to the elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Significant changes to knowledge evidence.</p> |

### Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- responded to the goals and aspirations of at least 2 older people, 1 in a simulated environment and 1 in the workplace:
  - employing flexible, adaptable and person-centred approaches to empower the individual
  - recognising and responding appropriately to situations of risk or potential risk
- used oral communication skills to maintain positive and respectful relationships

### Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- structure and profile of the aged care sector:
  - residential aged care sector
  - home and community support sector
  - current best practice service delivery models
  - relevant agencies and referral networks for support services
- key issues facing older people, including:
  - stereotypical attitudes and myths

- the impact of social devaluation on an individual's quality of life
- implications for work in the sector, including:
  - concepts of positive, active and healthy ageing
  - rights-based approaches
  - person-centred practice
  - consumer directed care
  - palliative approach
  - empowerment and disempowerment
  - re-ablement and effective re-ablement strategies
- the ageing process and related physiological and psychological changes, including sexuality and gender issues
- strategies that the older person may adopt to promote healthy lifestyle practices
- legal and ethical considerations for working with older people, including:
  - codes of practice
  - discrimination
  - dignity of risk
  - duty of care
  - human rights
  - privacy, confidentiality and disclosure
  - work role boundaries – responsibilities and limitations
  - work health and safety
- indicators of abuse and/or neglect, including:
  - physical
  - sexual
  - psychological
  - financial
- reporting requirements for suspected abuse situations
- the impact of own attitudes on working with older people

## Assessment Conditions

All aspects of the performance evidence must have been demonstrated using simulation prior to being demonstrated in the workplace. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - relevant organisation policies and procedures
  - relevant aids to assist with independent living

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.



## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>

## CPPCLO2001A Maintain hard floor surfaces

### Modification History

Revised unit

Unit updated and equivalent to PRMCL01B Maintain a hard floor surface

### Unit Descriptor

This unit of competency specifies the outcomes required to clean hard floor surfaces. The unit applies to both manual and mechanical methods of cleaning hard floor surfaces. It requires the ability to assess the extent of a cleaning task through understanding client requirements and applying company policies and procedures. Selecting the appropriate equipment, chemicals and methods is essential to performing the task safely and efficiently.

### Application of the Unit

This unit of competency supports employees without managerial or supervisory responsibilities. Performance would usually be carried out under routine supervision and within company guidelines.

### Licensing/Regulatory Information

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

### Pre-Requisites

Not applicable.

### Employability Skills Information

This unit contains employability skills.

### Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of

performance is to be consistent with the evidence guide.

## Elements and Performance Criteria

- |   |                                 |     |   |
|---|---------------------------------|-----|---|
| 1 | Assess area to be cleaned.      | 1.1 | Area to be cleaned is assessed, <b><i>work order</i></b> is reviewed according to <b><i>company requirements</i></b> and issues are clarified with <b><i>appropriate persons</i></b> .                |
|   |                                 | 1.2 | <b><i>Hazards</i></b> in work area are identified and associated risks assessed according to <b><i>legislative, occupational health and safety</i></b> (OHS) and company <b><i>requirements</i></b> . |
|   |                                 | 1.3 | Type and condition of surface on <b><i>hard floor</i></b> are identified by observation according to work order and company requirements.   |
|   |                                 | 1.4 | <b><i>Soil type</i></b> is identified by observation according to work order and company requirements.  |
|   |                                 | 1.5 | <b><i>Cleaning techniques</i></b> for surface of hard floor are selected according to work order and company requirements.  |
|   |                                 | 1.6 | Size and usage pattern of work site are determined to ensure safety of <b><i>personnel</i></b> and efficient use of <b><i>equipment</i></b> and <b><i>chemicals</i></b> .                             |
|   |                                 | 1.7 | Pre-existing damage is identified and reported to appropriate persons according to company requirements.  |
| 2 | Select equipment and chemicals. | 2.1 | Suitable <b><i>personal protective equipment</i></b> (PPE) is selected and used according to <b><i>manufacturer specifications</i></b> , and OHS and company requirements.                            |
|   |                                 | 2.2 | Equipment and chemicals are selected for work order according to OHS and company requirements.  |
|   |                                 | 2.3 | Operational effectiveness of equipment is checked according to manufacturer specifications and company requirements.  |
|   |                                 | 2.4 | Equipment is adjusted to suit operator's requirements according to manufacturer specifications and OHS requirements.  |

- 2.5 Chemicals are prepared according to manufacturer specifications, and OHS and company requirements.
- 3 Prepare work site.
- 3.1 Hazards in work site are confirmed and risks are controlled and reassessed according to legislative, OHS and company requirements.
- 3.2 Furniture and fittings that impede cleaning operation are removed according to work order, and OHS and company requirements.
- 3.3 **Signage and barriers** are installed as required to maximise public safety during cleaning operation according to work order, and OHS and company requirements.
- 3.4 **Work restrictions** affecting completion of work order are identified and appropriate persons are promptly notified.
- 4 Clean work site.
- 4.1 Hard floor is cleaned using equipment, PPE, chemicals and cleaning techniques according to manufacturer specifications and legislative, OHS and company requirements.
- 4.2 Work is performed according to work order, manufacturer specifications and legislative, OHS and company requirements.
- 5 Tidy work site.
- 5.1 Collected soil and **waste** are disposed of according to client specifications, work order, manufacturer specifications and legislative, OHS, company and **environmental requirements**.
- 5.2 Furniture and fittings are replaced according to client requests, work order and OHS requirements.
- 5.3 Signage and barriers are removed according to work order, and OHS and company requirements.
- 6 Clean and safety check equipment
- 6.1 Equipment and PPE are cleaned according to manufacturer specifications and environmental, OHS

- and store equipment and chemicals.
- 6.2 and company requirements. Equipment and PPE are safety checked according to manufacturer specifications and OHS requirements, and required maintenance is recorded according to company requirements.
- 6.3 Equipment and PPE are stored and maintained to allow ready access according to manufacturer specifications, and OHS and company requirements.
- 6.4 Chemicals are stored according to manufacturer specifications, and OHS and company requirements.

## Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

### Required skills

- customer service skills to:
  - establish rapport with clients
  - gain clients' trust
  - identify client expectations
- interpersonal skills to relate to people from a range of backgrounds
- language, literacy and numeracy skills to:
  - communicate clearly and concisely verbally and in writing
  - perform mathematical calculations required for:
    - diluting and mixing chemicals as specified on product labels
    - measuring area
  - read and interpret directions and safety instructions, including:
    - chemical labels
    - equipment manuals
    - material safety data sheets (MSDS)
  - request advice or further information
  - seek and receive feedback
  - source, organise and record information
- planning and organising skills to:
  - manage time
  - sequence tasks
- problem-solving skills to manage contingencies

- skills to work safely when:
  - buffing, mopping, scrubbing and sweeping
  - handling and disposing of chemicals
  - handling and disposing of contaminated and toxic waste
  - identifying hazards and controlling risks
  - manual handling
- self-management skills to work alone and in a team

### Required knowledge

- cleaning chemicals and equipment and their applications for hard floor surfaces
- company management structure and procedures, including:
  - biological and viral control
  - emergency response and evacuation procedures
  - environmental protection procedures
  - injury, dangerous occurrence and incident reporting
  - OHS procedures
  - quality systems
- legislation, regulations, codes of practice and industry advisory standards that apply to maintaining hard floor surfaces, including OHS legislation
- routes of entry and potential symptoms of exposure to chemicals
- safe work practices for using:
  - chemicals
  - equipment, including PPE
- types of hard floor surfaces, including:
  - characteristic of surfaces
  - relevant cleaning methods

### Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

|  |  |
|--|--|
| Overview of assessment   | This unit of competency could be assessed by observing practical demonstrations of maintaining hard floor surfaces involving at least two different surfaces and two different work site environments. |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit.  |

|  |  |
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|  | <p>In particular the person should demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• identify type and condition of hard floor surface</li> <li>• select cleaning equipment and chemicals</li> <li>• comply with company, legislative and regulatory requirements</li> <li>• use safe and efficient cleaning methods</li> <li>• achieve outcomes in relation to customer work order and company requirements.</li> </ul>  |
| Context of and specific resources for assessment | <p>Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements access to.</p> <p>Resource implications for assessment include:</p> <ul style="list-style-type: none"> <li>• suitable work site or venue</li> <li>• suitable equipment and chemicals</li> <li>• PPE</li> <li>• equipment operating manuals and MSDS</li> <li>• work order instructions, work plans and schedules</li> <li>• assessment instruments, including personal planner and assessment record book.</li> </ul>  |
| Method of assessment                             | <p>Assessment methods must:</p> <ul style="list-style-type: none"> <li>• satisfy the endorsed Assessment Guidelines of the Property Services Training Package</li> <li>• include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application</li> <li>• reinforce the integration of employability skills with workplace tasks and job roles</li> <li>• confirm that competency is verified and able to be transferred to other circumstances and environments.</li> </ul>                              |
| Guidance information for assessment              | <p>Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.</p> <p>Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.</p> <p>This unit could be assessed on its own or in combination with other units relevant to the job function, such as:</p> <ul style="list-style-type: none"> <li>• CPPCLO3002A Restore hard floor surfaces.</li> </ul> |

## Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

|  |  |
|--|--|
| <p><b><i>Work order</i></b> information may include:</p> | <ul style="list-style-type: none"> <li>• access to work site, including:             <ul style="list-style-type: none"> <li>• access and egress points</li> <li>• timing of access</li> </ul> </li> <li>• budget allocations</li> <li>• completion times and dates</li> <li>• human resource requirements to complete the work tasks</li> <li>• job requirements and tasks</li> <li>• legislative and local government requirements</li> <li>• OHS requirements and emergency response procedures</li> <li>• requirements for working in isolated and remote locations</li> <li>• resource requirements, such as equipment and materials</li> <li>• specific client requirements, such as:             <ul style="list-style-type: none"> <li>• dress and presentation requirements</li> <li>• relationships with other activities</li> </ul> </li> <li>• use of signage and barriers</li> <li>• work schedules</li> <li>• work site contact persons</li> <li>• work site requirements for specific industries, such as:             <ul style="list-style-type: none"> <li>• hospitals and medical centres</li> <li>• nursing homes</li> <li>• retail food courts</li> <li>• schools</li> <li>• tourism and hospitality.</li> </ul> </li> </ul> |
| <p><b><i>Company requirements</i></b> may include:</p>   | <ul style="list-style-type: none"> <li>• business and performance plans</li> <li>• client communication procedures</li> <li>• client confidentiality procedures</li> <li>• client service standards</li> <li>• communication channels and reporting procedures</li> <li>• company goals, objectives, plans, systems and processes</li> <li>• company issued identification badge, card or pass</li> <li>• company policies and procedures, including:             <ul style="list-style-type: none"> <li>• access and equity policy, principles and practice</li> <li>• OHS policies and procedures, including control procedures</li> <li>• maintenance procedures for equipment and PPE</li> </ul> </li> </ul>   |



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|  | <ul style="list-style-type: none"> <li>• policies and procedures relating to own role, responsibility and delegation</li> <li>• work site access security clearance procedures</li> <li>• company service standards</li> <li>• dress and presentation requirements</li> <li>• duty of care, code of conduct, and code of ethics</li> <li>• emergency response and evacuation procedures</li> <li>• employer and employee rights and responsibilities</li> <li>• environmental protection requirements</li> <li>• personnel practices and guidelines</li> <li>• quality and continuous improvement processes and standards</li> <li>• records and information systems and processes</li> <li>• training materials (induction, refresher and new skills)</li> <li>• use of contractors.</li> </ul>  |
| <p><i>Appropriate persons</i> may include:</p> | <ul style="list-style-type: none"> <li>• clients</li> <li>• colleagues</li> <li>• managers</li> <li>• persons in control of work sites</li> <li>• supervisors.</li> </ul>   |
| <p><i>Hazards</i> may include:</p>             | <ul style="list-style-type: none"> <li>• allergic reactions to chemicals or equipment, including latex allergies</li> <li>• biological and animal waste</li> <li>• bites and stings</li> <li>• blood and blood-stained products</li> <li>• confined or restricted spaces</li> <li>• contaminated clothing, materials or equipment</li> <li>• damaged or inappropriate equipment</li> <li>• dust and fibres</li> <li>• electrical hazards arising from: <ul style="list-style-type: none"> <li>• cables</li> <li>• electrical fittings: <ul style="list-style-type: none"> <li>• switches</li> <li>• lights</li> </ul> </li> <li>• untested electrical equipment</li> </ul> </li> <li>• fatigue</li> <li>• fire</li> <li>• gas</li> <li>• heights</li> <li>• inadequate lighting and ventilation</li> <li>• infectious and zoonotic diseases, such as: <ul style="list-style-type: none"> <li>• Q fever</li> </ul> </li> </ul> |

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|---|---|
|   | <ul style="list-style-type: none"> <li>• scabies</li> <li>• mobile equipment and vehicle hazards around plant and vehicles</li> <li>• moving or unguarded parts</li> <li>• noise</li> <li>• occupational violence and bullying</li> <li>• poor personal hygiene practices</li> <li>• spill, splash and spray</li> <li>• release of substances with negative environmental impact</li> <li>• synergistic chemical reactions, such as:             <ul style="list-style-type: none"> <li>• hazardous incompatibility</li> <li>• reactivity</li> </ul> </li> <li>• syringes or other sharps</li> <li>• temperature extremes</li> <li>• ultraviolet light</li> <li>• unsafe manual-handling techniques, including awkward and repetitive postures</li> <li>• unsafe underfoot conditions, such as slippery, uneven and rough surfaces</li> <li>• work in unfamiliar isolated or remote environments.</li> </ul>  |
| <p><i>Legislative requirements</i> may include:</p> | <ul style="list-style-type: none"> <li>• Australian standards, quality assurance and certification requirements</li> <li>• award and enterprise agreements</li> <li>• industry advisory standards and codes, such as:             <ul style="list-style-type: none"> <li>• building codes</li> <li>• dangerous goods codes</li> </ul> </li> <li>• relevant commonwealth, state and territory legislation and local government regulations affecting company operation, including:             <ul style="list-style-type: none"> <li>• anti-discrimination and diversity policies</li> <li>• chemical controls</li> <li>• chemical registers and manifests</li> <li>• consumer protection</li> <li>• energy conservation</li> <li>• environmental protection</li> <li>• equal employment opportunity</li> <li>• freedom of information</li> <li>• industrial equipment certificates of competency or licences</li> <li>• industrial relations</li> <li>• OHS Acts and regulations</li> <li>• privacy</li> </ul> </li> </ul> |

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|   | <ul style="list-style-type: none"> <li>• public health</li> <li>• trade practices</li> <li>• water conservation</li> <li>• workplace consultative arrangements.</li> </ul>  |
| <p><b>Occupational health and safety</b> (also known as workplace health and safety) <b>requirements</b> may relate to:</p> | <ul style="list-style-type: none"> <li>• allergic reactions, such as contact dermatitis</li> <li>• communication devices for remote and isolated locations, such as: <ul style="list-style-type: none"> <li>• mobile phone</li> <li>• two-way radio</li> </ul> </li> <li>• dermatocological control and prevention measures</li> <li>• emergency procedures for eye and skin contact, and inhalation and ingestion of toxic substances</li> <li>• hazard identification and risk assessment mechanisms</li> <li>• health surveillance and monitoring, such as regular blood testing</li> <li>• hierarchy of hazard control procedures</li> <li>• maintaining clear access</li> <li>• national and industry standards and codes of practice</li> <li>• OHS control procedures, such as: <ul style="list-style-type: none"> <li>• health and safety plans</li> <li>• job plans</li> <li>• job safety analyses</li> <li>• risk assessments</li> <li>• safe operating practices and procedures</li> <li>• safe system of work statements</li> <li>• safe work instructions</li> <li>• work method statements</li> </ul> </li> <li>• reporting injury and dangerous occurrences</li> <li>• routes of entry and potential symptoms of exposure to chemicals</li> <li>• safe work practices for equipment, PPE and chemical storage, including interpretation of: <ul style="list-style-type: none"> <li>• MSDS</li> <li>• hazardous substance information, such as long latency periods</li> </ul> </li> <li>• safety training, induction and refresher training</li> <li>• selection and use of PPE and clothing appropriate to the hazard</li> <li>• ultraviolet light</li> <li>• up-to-date electrical test and tag compliance</li> <li>• use of chemicals according to MSDS</li> <li>• use of residual current devices</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>• use, storage and maintenance of equipment according to manufacturer specifications and equipment operating manuals.</li> </ul>   |
| <i>Hard floors</i> may include:                  | <ul style="list-style-type: none"> <li>• brick</li> <li>• ceramic tiles</li> <li>• concrete</li> <li>• cork</li> <li>• marble</li> <li>• parquetry</li> <li>• pavers</li> <li>• polished wood</li> <li>• proprietary flooring encompassing new technologies</li> <li>• quarry tiles</li> <li>• rubber</li> <li>• slate</li> <li>• terrazzo</li> <li>• vinyl</li> <li>• wood.</li> </ul> |
| <i>Soil types</i> may be wet or dry and include: | <ul style="list-style-type: none"> <li>• beverages</li> <li>• cigarette butts</li> <li>• dust</li> <li>• food</li> <li>• gravel</li> <li>• heavy dirt build-up</li> <li>• hospital waste</li> <li>• industrial and chemical</li> <li>• liquids</li> <li>• oil</li> <li>• paint</li> <li>• paper</li> <li>• rainwater</li> <li>• stones</li> <li>• syringes</li> <li>• tar.</li> </ul>   |
| <i>Cleaning techniques</i> may include:          | <ul style="list-style-type: none"> <li>• air blowing</li> <li>• automatic floor scrubbing</li> <li>• dry buffing</li> <li>• dust mopping and sweeping</li> <li>• low-water cleaning methods, such as using microfibre cleaning products</li> <li>• scrubbing</li> <li>• spray buffing</li> <li>• wet mopping.</li> </ul>  |

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| <b>Personnel</b> may include: | <ul style="list-style-type: none"> <li>• client's staff members</li> <li>• colleagues</li> <li>• general public</li> <li>• venue, facility, building, shopping centre staff and management.</li> </ul>  |
| <b>Equipment</b> may include: | <ul style="list-style-type: none"> <li>• air blowers</li> <li>• brooms, such as: <ul style="list-style-type: none"> <li>• bassine</li> <li>• banister set</li> <li>• deck fibre</li> <li>• household</li> <li>• millet</li> <li>• nylon</li> <li>• PVC</li> <li>• union fibre</li> <li>• yard</li> </ul> </li> <li>• cleaning trolleys</li> <li>• cloths</li> <li>• damp mops, such as: <ul style="list-style-type: none"> <li>• ragged or fixed shape</li> <li>• cotton or polycotton</li> </ul> </li> <li>• doodle bag holder</li> <li>• dust mops, such as: <ul style="list-style-type: none"> <li>• straight or scissored</li> <li>• anti-static or cotton</li> </ul> </li> <li>• dust pans and brushes</li> <li>• floor squeegees</li> <li>• hospital mops</li> <li>• mechanical sweepers</li> <li>• microfibre products</li> <li>• mop buckets, including ergonomic and split systems</li> <li>• mopping system</li> <li>• scouring pads</li> <li>• split mops</li> <li>• water hoses.</li> </ul> |
| <b>Chemicals</b> may include: | <ul style="list-style-type: none"> <li>• acid cleaners</li> <li>• alkaline cleaners</li> <li>• low environmental-impact chemicals</li> <li>• neutral cleaners</li> <li>• solvent cleaners.</li> </ul>   |

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| <p><b>Personal protective equipment</b> may include:</p>       | <ul style="list-style-type: none"> <li>• ear muffs and plugs</li> <li>• gloves, such as non-permeable</li> <li>• goggles</li> <li>• high-visibility vests and clothing</li> <li>• overalls and other protective clothing</li> <li>• respirators</li> <li>• safety glasses</li> <li>• safety shoes</li> <li>• splash-proof face masks</li> <li>• sun protection</li> <li>• tongs</li> <li>• ultraviolet protection</li> <li>• wet-work clothing.</li> </ul> |
| <p><b>Manufacturer specifications</b> may include:</p>         | <ul style="list-style-type: none"> <li>• equipment operating manuals</li> <li>• instructional guides</li> <li>• MSDS</li> <li>• other resources supplied by the manufacturer, such as: <ul style="list-style-type: none"> <li>• laminated cards</li> <li>• notices</li> <li>• wall posters</li> </ul> </li> <li>• product labels</li> <li>• safety instructions pre-printed on equipment.</li> </ul>   |
| <p><b>Signage and barriers</b> may include:</p>                | <ul style="list-style-type: none"> <li>• physical barriers and restraints erected to restrict access to a site</li> <li>• signs complying with legislative requirements and Australian standards warning of danger or adverse conditions, including: <ul style="list-style-type: none"> <li>• cleaning in progress</li> <li>• hazardous chemicals in use or present in work area.</li> </ul> </li> </ul>   |
| <p><b>Work restrictions</b> may include:</p>                   | <ul style="list-style-type: none"> <li>• amount of cleaning anticipated</li> <li>• client activity</li> <li>• employee level of literacy and communication skills</li> <li>• faulty or inappropriate equipment</li> <li>• site accessibility</li> <li>• site hazards</li> <li>• skills of work unit or team</li> <li>• staffing resources</li> <li>• time limitations.</li> </ul>  |
| <p><b>Waste</b> may be either solid or liquid and include:</p> | <ul style="list-style-type: none"> <li>• chemicals past expiry date</li> <li>• litter</li> <li>• obsolete equipment</li> <li>• packaging</li> <li>• soil</li> </ul>  |

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|  | <ul style="list-style-type: none"> <li>• sweeping detritus</li> <li>• used containers</li> <li>• used or contaminated PPE</li> <li>• used or unused chemicals.</li> </ul>  |
| <i>Environmental requirements</i> may include: | <ul style="list-style-type: none"> <li>• clean-up, containment and isolation</li> <li>• company policies and guidelines</li> <li>• emergency chemical spill control measures</li> <li>• environmental protection agency and requirements of government departments, such as: <ul style="list-style-type: none"> <li>• agriculture</li> <li>• emergency services</li> </ul> </li> <li>• hazardous materials handling</li> <li>• local government regulations and by-laws</li> <li>• low-energy cleaning methods</li> <li>• low environmental-impact chemicals</li> <li>• low-moisture cleaning methods</li> <li>• low water-use equipment and water-efficient cleaning methods</li> <li>• non-chemical cleaning methods.</li> </ul> |

## Unit Sector(s)

Cleaning operations

## Custom Content Section

Not applicable.

## CPPCLO2004A Maintain carpeted floors

### Modification History

Revised unit

Unit updated and equivalent to PRMCL04B Maintain a carpeted floor

### Unit Descriptor

This unit of competency specifies the outcomes required to maintain carpeted floors. The unit applies to both manual and mechanical methods of maintaining carpeted floors. It requires the ability to assess the extent of the cleaning task through understanding client requirements and applying company policies and procedures. Selecting the appropriate equipment, chemicals and methods is essential to performing the task safely and efficiently.

### Application of the Unit

This unit of competency supports employees without managerial or supervisory responsibilities. Performance would usually be carried out under routine supervision and within company guidelines.

### Licensing/Regulatory Information

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

### Pre-Requisites

Not applicable.

### Employability Skills Information

This unit contains employability skills.

### Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of



performance is to be consistent with the evidence guide.

## Elements and Performance Criteria

- |   |                                 |     |   |
|---|---------------------------------|-----|---|
| 1 | Assess area to be cleaned.      | 1.1 | Area to be cleaned is assessed, <b><i>work order</i></b> is reviewed according to <b><i>company requirements</i></b> , and issues are clarified with <b><i>appropriate persons</i></b> .        |
|   |                                 | 1.2 | Work site <b><i>hazards</i></b> are identified and risks are controlled according to company, <b><i>legislative</i></b> , and <b><i>occupational health and safety (OHS) requirements</i></b> . |
|   |                                 | 1.3 | Type and condition of <b><i>carpeted floor</i></b> are identified by observation according to work order and company requirements.  |
|   |                                 | 1.4 | <b><i>Soil type</i></b> is identified by observation according to work order and company requirements.  |
|   |                                 | 1.5 | <b><i>Cleaning techniques</i></b> for the carpeted floor are selected according to work order and company requirements.   |
|   |                                 | 1.6 | Size and usage pattern of work site are determined to ensure safety of <b><i>personnel</i></b> and efficient use of <b><i>equipment</i></b> and <b><i>chemicals</i></b> .                       |
|   |                                 | 1.7 | Pre-existing damage is identified and reported to appropriate persons according to company requirements.  |
| 2 | Select equipment and chemicals. | 2.1 | Suitable <b><i>personal protective equipment (PPE)</i></b> is selected and used according to <b><i>manufacturer specifications</i></b> , and OHS and company requirements.                      |
|   |                                 | 2.2 | Equipment and chemicals are selected for work order according to OHS and company requirements.  |
|   |                                 | 2.3 | Operational effectiveness of equipment is checked according to manufacturer specifications and company requirements.  |
|   |                                 | 2.4 | Equipment is adjusted to suit operator's requirements according to manufacturer specifications and OHS requirements.  |
|   |                                 | 2.5 | Chemicals are prepared according to manufacturer  |

specifications, and OHS and company requirements.

- 3 Prepare work site.
  - 3.1 Hazards in work site are confirmed and risks are controlled and reassessed according to legislative, OHS and company requirements.
  - 3.2 Furniture and fittings that impede cleaning operations are removed according to work order, and OHS and company requirements.
  - 3.3 **Signage and barriers** are installed as required to maximise public safety during cleaning operations according to work order, and OHS and company requirements.
  - 3.4 **Work restrictions** affecting the completion of work order are identified and appropriate persons are promptly notified.
- 4 Clean work site
  - 4.1 Carpeted floor is cleaned using equipment, PPE, chemicals and cleaning techniques according to work order, manufacturer specifications and OHS and company requirements.
  - 4.2 Follow-up action for spot and stain removal is identified according to work order and company requirements.
  - 4.3 Work is performed according to work order, manufacturer specifications and legislative, OHS and company requirements.
- 5 Tidy work site.
  - 5.1 Collected soil and **waste** are disposed of according to client specifications, work order, manufacturer specifications and legislative, OHS, company and **environmental requirements**.
  - 5.2 Furniture and fittings are replaced according to client requests, work order and OHS requirements.
  - 5.3 Signage and barriers are removed according to work order, and OHS and company requirements.

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| 6 | Clean and safety check equipment, and store equipment and chemicals. | 6.1 | Equipment and PPE are cleaned according to manufacturer specifications and environmental, OHS and company requirements.   |
|   |  | 6.2 | Equipment and PPE are safety checked according to manufacturer specifications and OHS requirements, and required maintenance is recorded according to company requirements. |
|   |  | 6.3 | Equipment and PPE are stored and maintained to allow ready access according to manufacturer specifications, and OHS and company requirements.                               |
|   |  | 6.4 | Chemicals are stored according to manufacturer specifications, and OHS and company requirements.  |

## Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

### Required skills

- customer service skills to:
  - establish rapport with clients
  - gain clients' trust
  - identify client expectations
- interpersonal skills to relate to people from a range of backgrounds
- language, literacy and numeracy skills to:
  - communicate clearly and concisely verbally and in writing
  - perform mathematical calculations required for:
    - diluting and mixing chemicals as specified on product labels
    - measuring area
  - read and interpret directions and safety instructions, including:
    - chemical labels
    - equipment manuals
    - material safety data sheets (MSDS)
  - request advice or further information
  - seek and receive feedback
  - source, organise and record information
- planning and organising skills to:
  - manage time

- sequence tasks
- problem-solving skills to manage contingencies
- skills to work safely when:
  - handling and disposing of chemicals
  - handling and disposing of contaminated and toxic waste
  - identifying hazards and controlling risks
  - manual handling
  - using equipment for:
    - raking
    - sweeping
    - vacuuming
- self-management skills to work alone and in a team

### Required knowledge

- cleaning chemicals and equipment and their applications for carpet
- company management structure and procedures, including:
  - biological and viral control
  - emergency response and evacuation procedures
  - environmental protection procedures
  - injury, dangerous occurrence and incident reporting
  - OHS procedures
  - quality systems
- legislation, regulations, codes of practice and industry advisory standards that apply to maintaining a carpeted floor, including OHS legislation
- routes of entry and potential symptoms of exposure to chemicals
- safe work practices for using:
  - chemicals
  - equipment, including PPE
- types of carpeted floors, including:
  - characteristic of carpets
  - relevant cleaning methods

### Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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| Overview of assessment | This unit of competency could be assessed by observing practical demonstrations of maintaining carpeted floor surfaces involving at |
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|   | <p>least two different surfaces and two different work site environments.</p>   |
| <p>Critical aspects for assessment and evidence required to demonstrate competency in this unit</p> | <p>A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit.</p> <p>In particular the person should demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• identify type and characteristics of carpeted floor</li> <li>• comply with company and legislative requirements</li> <li>• use safe and efficient cleaning methods</li> <li>• select cleaning equipment and chemicals</li> <li>• achieve outcomes in relation to customer work order and company requirements.</li> </ul>  |
| <p>Context of and specific resources for assessment</p>   | <p>Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements.</p> <p>Resource implications for assessment include access to:</p> <ul style="list-style-type: none"> <li>• suitable work site or venue with carpeted floors</li> <li>• suitable equipment and chemicals</li> <li>• PPE</li> <li>• equipment operating manuals and MSDS</li> <li>• work order instructions and work plans</li> <li>• assessment instruments, including personal planner and assessment record book.</li> </ul>   |
| <p>Method of assessment</p>   | <p>Assessment methods must:</p> <ul style="list-style-type: none"> <li>• satisfy the endorsed Assessment Guidelines of the Property Services Training Package</li> <li>• include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application</li> <li>• reinforce the integration of employability skills with workplace tasks and job roles</li> <li>• confirm that competency is verified and able to be transferred to other circumstances and environments.</li> </ul> |
| <p>Guidance information for assessment</p>  | <p>Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.</p> <p>Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.</p>   |

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|  | <p>This unit could be assessed on its own or in combination with other units relevant to the job function, such as:</p> <ul style="list-style-type: none"> <li>• CPPCCL2002A Use bonnet cleaning</li> <li>• CPPCCL2007A Perform basic stain removal.</li> </ul> |
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## Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

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| <p><b><i>Work order</i></b> information may include:</p> | <ul style="list-style-type: none"> <li>• access to work site, including:             <ul style="list-style-type: none"> <li>• access and egress points</li> <li>• timing of access</li> </ul> </li> <li>• budget allocations</li> <li>• completion times and dates</li> <li>• human resource requirements to complete the work tasks</li> <li>• job requirements and tasks</li> <li>• legislative and local government requirements</li> <li>• OHS requirements and emergency response procedures</li> <li>• requirements for working in isolated and remote locations</li> <li>• resource requirements, such as equipment and materials</li> <li>• specific client requirements, such as:             <ul style="list-style-type: none"> <li>• dress and presentation requirements</li> <li>• relationships with other activities</li> </ul> </li> <li>• use of signage and barriers</li> <li>• work schedules</li> <li>• work site contact persons</li> <li>• work site requirements for specific industries, such as:             <ul style="list-style-type: none"> <li>• hospitals and medical centres</li> <li>• nursing homes</li> <li>• retail food courts</li> <li>• schools</li> <li>• tourism and hospitality.</li> </ul> </li> </ul> |
| <p><b><i>Company requirements</i></b> may include:</p>   | <ul style="list-style-type: none"> <li>• business and performance plans</li> <li>• client communication procedures</li> <li>• client confidentiality procedures</li> <li>• client service standards</li> </ul>   |

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|  | <ul style="list-style-type: none"> <li>• communication channels and reporting procedures</li> <li>• company goals, objectives, plans, systems and processes</li> <li>• company issued identification badges, cards or passes</li> <li>• company policies and procedures, including:             <ul style="list-style-type: none"> <li>• access and equity policy, principles and practice</li> <li>• OHS policies and procedures, including control procedures</li> <li>• maintenance procedures for equipment and PPE</li> <li>• those relating to own role, responsibility and delegation</li> <li>• work site access security clearance procedures</li> </ul> </li> <li>• company service standards</li> <li>• dress and presentation requirements</li> <li>• duty of care, code of conduct, and code of ethics</li> <li>• emergency response and evacuation procedures</li> <li>• employer and employee rights and responsibilities</li> <li>• environmental protection procedures</li> <li>• personnel practices and guidelines</li> <li>• quality and continuous improvement processes and standards</li> <li>• records and information systems and processes</li> <li>• training materials (induction, refresher and new skills)</li> <li>• using contractors.</li> </ul> |
| <p><i>Appropriate persons</i> may include:</p> | <ul style="list-style-type: none"> <li>• clients</li> <li>• colleagues</li> <li>• managers</li> <li>• persons in control of work sites</li> <li>• supervisors.</li> </ul>   |
| <p><i>Hazards</i> may include:</p>             | <ul style="list-style-type: none"> <li>• allergic reactions to chemicals or equipment, including latex allergies</li> <li>• biological and animal waste</li> <li>• bites and stings</li> <li>• blood and blood-stained products</li> <li>• confined or restricted spaces</li> <li>• contaminated clothing, materials or equipment</li> <li>• damaged or inappropriate equipment</li> <li>• dust and fibres</li> <li>• electrical hazards arising from:             <ul style="list-style-type: none"> <li>• cables</li> <li>• electrical fittings:                 <ul style="list-style-type: none"> <li>• switches</li> <li>• lights</li> </ul> </li> <li>• untested electrical equipment</li> </ul> </li> <li>• fatigue</li> </ul>   |

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|  | <ul style="list-style-type: none"> <li>• fire</li> <li>• gas</li> <li>• heights</li> <li>• inadequate lighting and ventilation</li> <li>• infectious and zoonotic diseases, such as: <ul style="list-style-type: none"> <li>• Q fever</li> <li>• scabies</li> </ul> </li> <li>• mobile equipment and vehicle hazards around plant and vehicles</li> <li>• moving or unguarded parts</li> <li>• noise</li> <li>• occupational violence and bullying</li> <li>• poor personal hygiene practices</li> <li>• spill, splash and spray</li> <li>• release of substances with negative environmental impact</li> <li>• synergistic chemical reactions, such as: <ul style="list-style-type: none"> <li>• hazardous incompatibility</li> <li>• reactivity</li> </ul> </li> <li>• syringes or other sharps</li> <li>• temperature extremes</li> <li>• ultraviolet light</li> <li>• unsafe manual-handling techniques, including awkward and repetitive postures</li> <li>• unsafe underfoot conditions, such as slippery, uneven and rough surfaces</li> <li>• work in unfamiliar isolated or remote environments.</li> </ul> |
| <p><b><i>Legislative requirements</i></b> may include:</p> | <ul style="list-style-type: none"> <li>• Australian standards, quality assurance and certification requirements</li> <li>• award and enterprise agreements</li> <li>• industry advisory standards and codes, such as: <ul style="list-style-type: none"> <li>• building codes</li> <li>• dangerous goods codes</li> </ul> </li> <li>• relevant commonwealth, state and territory legislation and local government regulations affecting company operation, including: <ul style="list-style-type: none"> <li>• anti-discrimination and diversity policies</li> <li>• chemical controls</li> <li>• chemical registers and manifests</li> <li>• consumer protection</li> <li>• energy conservation</li> <li>• environmental protection</li> <li>• equal employment opportunity</li> <li>• freedom of information</li> </ul> </li> </ul>  |



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|   | <ul style="list-style-type: none"> <li>• industrial equipment certificates of competency or licences</li> <li>• industrial relations</li> <li>• OHS Acts and regulations</li> <li>• privacy</li> <li>• public health</li> <li>• trade practices</li> <li>• water conservation</li> <li>• workplace consultative arrangements.</li> </ul>   |
| <p><b><i>Occupational health and safety</i></b> (also known as workplace health and safety) <b><i>requirements</i></b> may relate to:</p> | <ul style="list-style-type: none"> <li>• allergic reactions, such as contact dermatitis</li> <li>• communication devices for remote and isolated locations, such as: <ul style="list-style-type: none"> <li>• mobile phone</li> <li>• two-way radio</li> </ul> </li> <li>• dermatotoxicological control and prevention measures</li> <li>• emergency procedures for eye and skin contact, and inhalation and ingestion of toxic substances</li> <li>• hazard identification and risk assessment mechanisms</li> <li>• health surveillance and monitoring, such as regular blood testing</li> <li>• hierarchy of hazard control procedures</li> <li>• maintaining clear access</li> <li>• national and industry standards and codes of practice</li> <li>• OHS control procedures, such as: <ul style="list-style-type: none"> <li>• health and safety plans</li> <li>• job plans</li> <li>• job safety analyses</li> <li>• risk assessments</li> <li>• safe operating practices and procedures</li> <li>• safe system of work statements</li> <li>• safe work instructions</li> <li>• work method statements</li> </ul> </li> <li>• reporting injury and dangerous occurrences</li> <li>• routes of entry and potential symptoms of exposure to chemicals</li> <li>• safe work practices for equipment, PPE and chemical storage, including interpretation of: <ul style="list-style-type: none"> <li>• MSDS</li> <li>• hazardous substance information, such as long latency periods</li> </ul> </li> <li>• safety training, induction and refresher training</li> <li>• selection and use of PPE and clothing appropriate to the hazard</li> <li>• ultraviolet light</li> <li>• up-to-date electrical test and tag compliance</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>• use of chemicals according to MSDS</li> <li>• use of residual current devices</li> <li>• use, storage and maintenance of equipment according to manufacturer specifications and equipment operating manuals.</li> </ul>  |
| <i>Carpeted floors</i> may include:                  | <ul style="list-style-type: none"> <li>• carpet: <ul style="list-style-type: none"> <li>• mixed blends</li> <li>• natural fibres, such as: <ul style="list-style-type: none"> <li>• organic (plant) fibres, such as cotton and sisal</li> <li>• silk</li> <li>• wool</li> </ul> </li> <li>• synthetic fibres, such as: <ul style="list-style-type: none"> <li>• acrylic</li> <li>• nylon</li> <li>• polypropylene</li> </ul> </li> </ul> </li> <li>• coir matting</li> <li>• fibres encompassing new technologies</li> <li>• mats and rugs</li> <li>• synthetic grass.</li> </ul> |
| <i>Soil types</i> can be wet or dry and may include: | <ul style="list-style-type: none"> <li>• beverages</li> <li>• blood</li> <li>• candle wax</li> <li>• chewing gum</li> <li>• food</li> <li>• glue</li> <li>• grease and oil</li> <li>• human and animal waste</li> <li>• lipstick</li> <li>• medicine</li> <li>• mud and dirt</li> <li>• nail polish</li> <li>• paint</li> <li>• shoe polish.</li> </ul>   |
| <i>Cleaning techniques</i> may include:              | <ul style="list-style-type: none"> <li>• hand collection of waste</li> <li>• raking</li> <li>• sweeping</li> <li>• using a dust-pan and brush</li> <li>• using low-water cleaning methods</li> <li>• vacuuming.</li> </ul>  |
| <i>Personnel</i> may include:                        | <ul style="list-style-type: none"> <li>• client's staff members</li> <li>• colleagues</li> <li>• general public</li> </ul>  |

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|   | <ul style="list-style-type: none"> <li>venue, facility, shopping centre staff and management.</li> </ul>  |
| <b>Equipment</b> may include:                     | <ul style="list-style-type: none"> <li>accumulation (vacuum dust) bags</li> <li>brooms (stiff bristle), such as deck fibre or millet</li> <li>carpet rakes</li> <li>dustpans, scoops and brushes</li> <li>hoses and filters</li> <li>microfibre products</li> <li>vacuum machines, including: <ul style="list-style-type: none"> <li>back-mounted units</li> <li>ducted systems</li> <li>floor-based mobile systems</li> <li>mechanical push sweepers</li> <li>wet and dry systems</li> </ul> </li> <li>vacuum tools, including: <ul style="list-style-type: none"> <li>brushes</li> <li>crevice tools</li> <li>floor heads</li> <li>power heads</li> <li>upholstery heads</li> <li>variable pile height and adjustable heads.</li> </ul> </li> </ul> |
| <b>Chemicals</b> may include:                     | <ul style="list-style-type: none"> <li>acid cleaners</li> <li>alkaline cleaners</li> <li>low environmental-impact chemicals</li> <li>neutral cleaners</li> <li>solvent cleaners.</li> </ul>   |
| <b>Personal protective equipment</b> may include: | <ul style="list-style-type: none"> <li>ear muffs and plugs</li> <li>gloves, such as non-permeable</li> <li>goggles</li> <li>high-visibility vests and clothing</li> <li>overalls and other protective clothing</li> <li>respirators</li> <li>safety glasses</li> <li>safety shoes</li> <li>splash-proof face masks</li> <li>sun protection</li> <li>tongs</li> <li>ultraviolet protection</li> <li>wet-work clothing.</li> </ul>  |
| <b>Manufacturer specifications</b> may            | <ul style="list-style-type: none"> <li>equipment operating manuals</li> <li>instructional guides</li> </ul>   |

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| include:  | <ul style="list-style-type: none"> <li>• MSDS</li> <li>• other resources supplied by the manufacturer, such as: <ul style="list-style-type: none"> <li>• laminated cards</li> <li>• notices</li> <li>• wall posters</li> </ul> </li> <li>• product labels</li> <li>• safety instructions pre-printed on equipment.</li> </ul>   |
| <b>Signage and barriers</b> may include:                | <ul style="list-style-type: none"> <li>• physical barriers and restraints erected to restrict access to a site</li> <li>• signs complying with legislative requirements and Australian standards warning of danger or adverse conditions, including: <ul style="list-style-type: none"> <li>• cleaning in progress</li> <li>• hazardous chemicals in use or present in work area.</li> </ul> </li> </ul>  |
| <b>Work restrictions</b> may include:                   | <ul style="list-style-type: none"> <li>• amount of cleaning anticipated</li> <li>• client activity</li> <li>• employee level of literacy and communication skills</li> <li>• faulty or inappropriate equipment</li> <li>• site accessibility</li> <li>• site hazards</li> <li>• skills of work unit or team</li> <li>• staffing resources</li> <li>• time limitations.</li> </ul>   |
| <b>Waste</b> may be either solid or liquid and include: | <ul style="list-style-type: none"> <li>• chemicals past expiry date</li> <li>• disposable vacuum liner bags</li> <li>• litter</li> <li>• obsolete equipment</li> <li>• packaging</li> <li>• soil</li> <li>• used containers</li> <li>• used or contaminated PPE</li> <li>• used or unused chemicals.</li> </ul>   |
| <b>Environmental requirements</b> may include:          | <ul style="list-style-type: none"> <li>• clean-up, containment and isolation</li> <li>• company policies and guidelines</li> <li>• emergency chemical spill control measures</li> <li>• environmental protection agency and requirements of government departments, such as: <ul style="list-style-type: none"> <li>• agriculture</li> <li>• emergency services</li> </ul> </li> <li>• hazardous materials handling</li> <li>• local government regulations and by-laws</li> <li>• low-energy cleaning methods</li> <li>• low environmental-impact chemicals</li> </ul> |

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|  | <ul style="list-style-type: none"><li>• low-moisture cleaning methods</li><li>• low water-use equipment and water-efficient cleaning methods</li><li>• non-chemical cleaning methods.</li></ul> |
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## Unit Sector(s)

Cleaning operations

## Custom Content Section

Not applicable.

## CPPCLO2009A Clean glass surfaces

### Modification History

Revised unit

Unit updated and equivalent to PRMCL09B Clean glass surfaces

### Unit Descriptor

This unit of competency specifies the outcomes required to clean glass surfaces, including windows, in both internal and external situations. It requires the ability to assess the extent of the cleaning task through understanding client requirements and characteristics of the glass surface, and applying company policies and procedures. Selecting the appropriate equipment, chemicals and methods is essential to performing the task safely and efficiently.

### Application of the Unit

This unit of competency supports employees without managerial or supervisory responsibilities. The work may be performed in teams or individually. Performance would usually be carried out under routine supervision and within company guidelines.

### Licensing/Regulatory Information

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

### Pre-Requisites

Not applicable.

### Employability Skills Information

This unit contains employability skills.

### Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of

performance is to be consistent with the evidence guide.

## Elements and Performance Criteria

- |   |                                 |     |   |
|---|---------------------------------|-----|---|
| 1 | Assess area to be cleaned.      | 1.1 | <b><i>Glass surfaces</i></b> to be cleaned are assessed, <b><i>work order</i></b> is reviewed according to <b><i>company requirements</i></b> , and issues are clarified with <b><i>appropriate persons</i></b> . |
|   |                                 | 1.2 | <b><i>Hazards</i></b> are identified and risks controlled in work site according to <b><i>legislative, occupational health and safety (OHS)</i></b> and company <b><i>requirements</i></b> .                      |
|   |                                 | 1.3 | Type of glass surface and <b><i>soil</i></b> is identified by observation according to work order and company requirements.   |
|   |                                 | 1.4 | Work site access requirements are identified according to the work order and company requirements.  |
|   |                                 | 1.5 | <b><i>Cleaning techniques</i></b> are confirmed according to work order and company requirements.   |
|   |                                 | 1.6 | Size and usage pattern of the work site are determined to ensure safety of <b><i>personnel</i></b> and efficient use of <b><i>equipment</i></b> and <b><i>chemicals</i></b> .                                     |
|   |                                 | 1.7 | Glass surface is inspected for defects according to company requirements.   |
|   |                                 | 1.8 | Pre-existing damage is identified and reported to appropriate persons according to company requirements.  |
| 2 | Select equipment and chemicals. | 2.1 | <b><i>Personal protective equipment (PPE)</i></b> is selected and used according to <b><i>manufacturer specifications</i></b> , and OHS and company requirements.   |
|   |                                 | 2.2 | Equipment and chemicals are selected for work order according to OHS and company requirements.  |
|   |                                 | 2.3 | Operational effectiveness of equipment is checked according to manufacturer specifications and company requirements.  |
|   |                                 | 2.4 | Equipment is adjusted to suit operator's requirements according to manufacturer specifications and OHS  |

- requirements.
- 2.5 Chemicals are prepared according to manufacturer specifications, and OHS and company requirements.
- 3 Prepare work site.
- 3.1 Hazards in work site are confirmed and risks are controlled and reassessed according to legislative, OHS and company requirements.
- 3.2 **Signage and barriers** are installed as required to maximise public safety during cleaning operation according to work order, and OHS and company requirements.
- 3.3 **Window coverings and fittings** are removed to permit access and prevent damage according to work order and company requirements.
- 3.4 **Work restrictions** affecting completion of work order are identified and appropriate persons are promptly notified.
- 4 Clean work site.
- 4.1 Soil is scraped from glass surface according to work order, and OHS and company requirements.
- 4.2 Spot cleaning techniques are used according to work order and company requirements.
- 4.3 Glass surface is washed and squeegeed according to work order and company requirements.
- 4.4 Window edges and sills are wiped to remove soil and **waste** according to work order and company requirements.
- 4.5 Work is performed according to work order, manufacturer specifications and legislative, OHS and company requirements.
- 5 Tidy work site.
- 5.1 Collected soil and waste are disposed of according to client specifications, work order, manufacturer specifications and legislative, OHS, company and **environmental requirements**.



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|   |  | 5.2 | Window coverings and fittings are replaced according to client requests and work order.   |
|   |  | 5.3 | Signage and barriers are removed according to work order, and OHS and company requirements.   |
| 6 | Clean and safety check equipment, and store equipment and chemicals. | 6.1 | Equipment and PPE are cleaned according to manufacturer specifications and environmental, OHS and company requirements.   |
|   |  | 6.2 | Equipment and PPE are safety checked according to manufacturer specifications and OHS requirements, and required maintenance is recorded according to company requirements. |
|   |  | 6.3 | Equipment and PPE are stored and maintained to allow ready access according to manufacturer specifications, and OHS and company requirements.                               |
|   |  | 6.4 | Chemicals are stored according to manufacturer specifications, and OHS and company requirements.  |

## Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

### Required skills

- customer service skills to:
  - establish rapport with clients
  - gain clients' trust
  - identify client expectations
- interpersonal skills to relate to people from a range of backgrounds
- language, literacy and numeracy skills to:
  - communicate clearly and concisely verbally and in writing
  - perform mathematical calculations required for:
    - diluting and mixing chemicals as specified on product labels
    - measuring area
  - read and interpret directions and safety instructions, including:
    - chemical labels
    - equipment manuals

- material safety data sheets (MSDS)
- request advice or further information
- seek and receive feedback
- source, organise and record information
- planning and organising skills to:
  - manage time
  - sequence tasks
- problem-solving skills to manage contingencies
- skills to work safely when:
  - handling and disposing of chemicals
  - handling and disposing of contaminated and toxic waste
  - identifying hazards and controlling risks
  - manual handling
  - using equipment for cleaning glass
- self-management skills to work alone and in a team

### Required knowledge

- cleaning chemicals and equipment and their applications for glass surfaces
- company management structure and procedures, including:
  - biological and viral control
  - emergency response and evacuation procedures
  - environmental protection procedures
  - injury, dangerous occurrence and incident reporting
  - OHS procedures
  - quality systems
- legislation, regulations, codes of practice and industry advisory standards that apply to cleaning glass surfaces, including OHS legislation
- routes of entry and potential symptoms of exposure to chemicals
- safe work practices for using:
  - chemicals
  - equipment, including PPE
- types of glass surfaces, their characteristics and appropriate cleaning methods

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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| Overview of assessment | This unit of competency could be assessed by observing practical |
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|  | demonstration of cleaning glass surfaces involving at least two different surfaces and two different work site environments.  |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | <p>A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit.</p> <p>In particular the person should demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• identify type and characteristics of glass surface</li> <li>• select cleaning equipment and chemicals</li> <li>• use safe and efficient cleaning methods</li> <li>• comply with company and legislative requirements</li> <li>• achieve outcomes in relation to customer work order and company requirements.</li> </ul>   |
| Context of and specific resources for assessment   | <p>Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements.</p> <p>Resource implications for assessment include access to:</p> <ul style="list-style-type: none"> <li>• suitable venue with a number of types of glass surfaces</li> <li>• suitable equipment and chemicals</li> <li>• PPE</li> <li>• equipment operating manuals and MSDS</li> <li>• work order instructions, work plans and schedules</li> <li>• assessment instruments, including personal planner and assessment record book.</li> </ul>                       |
| Method of assessment   | <p>Assessment methods must:</p> <ul style="list-style-type: none"> <li>• satisfy the endorsed Assessment Guidelines of the Property Services Training Package</li> <li>• include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application</li> <li>• reinforce the integration of employability skills with workplace tasks and job roles</li> <li>• confirm that competency is verified and able to be transferred to other circumstances and environments.</li> </ul> |
| Guidance information for assessment  | <p>Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.</p> <p>Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.</p>   |

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|  | <p>This unit could be assessed on its own or in combination with other units relevant to the job function, such as:</p> <ul style="list-style-type: none"> <li>• CPPCLO2015A Maintain furniture, fittings and room dressing</li> <li>• CPPCLO2037A Clean external surfaces.</li> </ul> |
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## Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

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| <b><i>Glass surfaces</i></b> may include:         | <ul style="list-style-type: none"> <li>• coated glass</li> <li>• frosted glass</li> <li>• laminated glass</li> <li>• ordinary window glass</li> <li>• textured glass</li> <li>• tinted glass.</li> </ul>  |
| <b><i>Work order</i></b> information may include: | <ul style="list-style-type: none"> <li>• access to work site, including: <ul style="list-style-type: none"> <li>• access and egress points</li> <li>• timing of access</li> </ul> </li> <li>• budget allocations</li> <li>• completion times and dates</li> <li>• human resource requirements to complete the work tasks</li> <li>• job requirements and tasks</li> <li>• legislative and local government requirements</li> <li>• OHS requirements and emergency response procedures</li> <li>• requirements for working in isolated and remote locations</li> <li>• resource requirements, such as equipment and materials</li> <li>• specific client requirements, such as: <ul style="list-style-type: none"> <li>• dress and presentation requirements</li> <li>• relationships with other activities</li> </ul> </li> <li>• use of signage and barriers</li> <li>• work schedules</li> <li>• work site contact persons</li> <li>• work site requirements for specific industries, such as: <ul style="list-style-type: none"> <li>• hospitals and medical centres</li> <li>• nursing homes</li> <li>• retail food courts</li> </ul> </li> </ul> |

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|   | <ul style="list-style-type: none"> <li>• schools</li> <li>• tourism and hospitality.</li> </ul>  |
| <b><i>Company requirements</i></b> may include: | <ul style="list-style-type: none"> <li>• business and performance plans</li> <li>• client communication procedures</li> <li>• client confidentiality procedures</li> <li>• client service standards</li> <li>• communication channels and reporting procedures</li> <li>• company goals, objectives, plans, systems and processes</li> <li>• company issued identification badges, cards or passes</li> <li>• company policies and procedures, including: <ul style="list-style-type: none"> <li>• access and equity policy, principles and practice</li> <li>• OHS policies and procedures, including control procedures</li> <li>• maintenance procedures for equipment and PPE</li> <li>• those relating to own role, responsibility and delegation</li> <li>• work site access security clearance procedures</li> </ul> </li> <li>• company service standards</li> <li>• dress and presentation requirements</li> <li>• duty of care, code of conduct, and code of ethics</li> <li>• emergency response and evacuation procedures</li> <li>• employer and employee rights and responsibilities</li> <li>• environmental protection procedures</li> <li>• personnel practices and guidelines</li> <li>• quality and continuous improvement processes and standards</li> <li>• records and information systems and processes</li> <li>• training materials (induction, refresher and new skills)</li> <li>• use of contractors.</li> </ul> |
| <b><i>Appropriate persons</i></b> may include:  | <ul style="list-style-type: none"> <li>• clients</li> <li>• colleagues</li> <li>• managers</li> <li>• persons in control of work sites</li> <li>• supervisors.</li> </ul>  |
| <b><i>Hazards</i></b> may include:              | <ul style="list-style-type: none"> <li>• allergic reactions to chemicals or equipment, including latex allergies</li> <li>• biological and animal waste</li> <li>• bites and stings</li> <li>• blood and blood-stained products</li> <li>• confined or restricted spaces</li> <li>• contaminated clothing, materials or equipment</li> <li>• damaged or inappropriate equipment</li> <li>• dust and fibres</li> <li>• electrical hazards arising from:</li> </ul>  |

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|   | <ul style="list-style-type: none"> <li>• cables</li> <li>• electrical fittings:             <ul style="list-style-type: none"> <li>• switches</li> <li>• lights</li> </ul> </li> <li>• untested electrical equipment</li> <li>• fatigue</li> <li>• fire</li> <li>• gas</li> <li>• heights</li> <li>• inadequate lighting and ventilation</li> <li>• infectious and zoonotic diseases, such as:             <ul style="list-style-type: none"> <li>• Q fever</li> <li>• scabies</li> </ul> </li> <li>• mobile equipment and vehicle hazards around plant and vehicles</li> <li>• moving or unguarded parts</li> <li>• noise</li> <li>• occupational violence and bullying</li> <li>• poor personal hygiene practices</li> <li>• spill, splash and spray</li> <li>• release of substances with negative environmental impact</li> <li>• synergistic chemical reactions, such as:             <ul style="list-style-type: none"> <li>• hazardous incompatibility</li> <li>• reactivity</li> </ul> </li> <li>• syringes or other sharps</li> <li>• temperature extremes</li> <li>• ultraviolet light</li> <li>• unsafe manual-handling techniques, including awkward and repetitive postures</li> <li>• unsafe underfoot conditions, such as slippery, uneven and rough surfaces</li> <li>• work in unfamiliar isolated or remote environments.</li> </ul> |
| <p><b>Legislative requirements</b> may include:</p> | <ul style="list-style-type: none"> <li>• Australian standards, quality assurance and certification requirements</li> <li>• award and enterprise agreements</li> <li>• industry advisory standards and codes, such as:             <ul style="list-style-type: none"> <li>• building codes</li> <li>• dangerous goods codes</li> </ul> </li> <li>• relevant commonwealth, state and territory legislation and local government regulations affecting company operation, including:             <ul style="list-style-type: none"> <li>• anti-discrimination and diversity policies</li> <li>• chemical controls</li> </ul> </li> </ul>  |

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|   | <ul style="list-style-type: none"> <li>• chemical registers and manifests</li> <li>• consumer protection</li> <li>• energy conservation</li> <li>• environmental protection</li> <li>• equal employment opportunity</li> <li>• freedom of information</li> <li>• industrial equipment certificates of competency or licences</li> <li>• industrial relations</li> <li>• OHS Acts and regulations</li> <li>• privacy</li> <li>• public health</li> <li>• trade practices</li> <li>• water conservation</li> <li>• workplace consultative arrangements.</li> </ul>  |
| <p><b><i>Occupational health and safety</i></b> (also known as workplace health and safety) <b><i>requirements</i></b> may relate to:</p> | <ul style="list-style-type: none"> <li>• allergic reactions, such as contact dermatitis</li> <li>• communication devices for remote and isolated locations, such as: <ul style="list-style-type: none"> <li>• mobile phone</li> <li>• two-way radio</li> </ul> </li> <li>• dermatological control and prevention measures</li> <li>• emergency procedures for eye and skin contact, and inhalation and ingestion of toxic substances</li> <li>• hazard identification and risk assessment mechanisms</li> <li>• health surveillance and monitoring, such as regular blood testing</li> <li>• hierarchy of hazard control procedures</li> <li>• maintaining clear access</li> <li>• national and industry standards and codes of practice</li> <li>• OHS control procedures, such as: <ul style="list-style-type: none"> <li>• health and safety plans</li> <li>• job plans</li> <li>• job safety analyses</li> <li>• risk assessments</li> <li>• safe operating practices and procedures</li> <li>• safe system of work statements</li> <li>• safe work instructions</li> <li>• work method statements</li> </ul> </li> <li>• reporting injury and dangerous occurrences</li> <li>• routes of entry and potential symptoms of exposure to chemicals</li> <li>• safe work practices for equipment, PPE and chemical storage, including interpretation of:</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>• MSDS</li> <li>• hazardous substance information, such as long latency periods</li> <li>• safety training, induction and refresher training</li> <li>• selection and use of PPE and clothing appropriate to the hazard</li> <li>• ultraviolet light</li> <li>• up-to-date electrical test and tag compliance</li> <li>• use of chemicals according to MSDS</li> <li>• use of residual current devices</li> <li>• use, storage and maintenance of equipment according to manufacturer specifications and equipment operating manuals.</li> </ul> |
| <i>Soil</i> types can be wet or dry and may include: | <ul style="list-style-type: none"> <li>• adhesives</li> <li>• concrete</li> <li>• dried encrustations</li> <li>• exhaust pollution</li> <li>• gum</li> <li>• heavy dirt build-up</li> <li>• hospital residue</li> <li>• office chemicals, such as whiteout</li> <li>• oil and grease</li> <li>• paint</li> <li>• pen marks</li> <li>• smog.</li> </ul>  |
| <i>Cleaning techniques</i> may include:              | <ul style="list-style-type: none"> <li>• fanning</li> <li>• low-water cleaning methods, such as using microfibre cleaning products</li> <li>• pre-spraying</li> <li>• scraping</li> <li>• spot cleaning</li> <li>• squeegeeing.</li> </ul>  |
| <i>Personnel</i> may include:                        | <ul style="list-style-type: none"> <li>• client's staff members</li> <li>• colleagues</li> <li>• general public</li> <li>• venue, facility, shopping centre staff and management.</li> </ul>  |
| <i>Equipment</i> may include:                        | <ul style="list-style-type: none"> <li>• access equipment, such as ladders</li> <li>• buckets</li> <li>• chamois</li> <li>• extension poles</li> <li>• glass scrapers of various sizes</li> <li>• hoses</li> <li>• lint-free cloths</li> </ul>  |



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|   | <ul style="list-style-type: none"> <li>• microfibre products</li> <li>• squeegees of various sizes</li> <li>• window wash applicators</li> <li>• window washers, such as lamb's wool.</li> </ul>   |
| <b>Chemicals</b> may include:                     | <ul style="list-style-type: none"> <li>• acid cleaners</li> <li>• low environmental-impact chemicals</li> <li>• alkaline cleaners</li> <li>• neutral cleaners</li> <li>• solvent cleaners.</li> </ul>  |
| <b>Personal protective equipment</b> may include: | <ul style="list-style-type: none"> <li>• ear muffs and plugs</li> <li>• gloves, such as non-permeable</li> <li>• goggles</li> <li>• high-visibility vests and clothing</li> <li>• overalls and other protective clothing</li> <li>• respirators</li> <li>• safety glasses</li> <li>• safety harness</li> <li>• safety shoes</li> <li>• splash-proof face masks</li> <li>• sun protection</li> <li>• tongs</li> <li>• ultraviolet protection</li> <li>• wet-work clothing.</li> </ul> |
| <b>Manufacturer specifications</b> may include:   | <ul style="list-style-type: none"> <li>• equipment operating manuals</li> <li>• instructional guides</li> <li>• MSDS</li> <li>• other resources supplied by the manufacturer, such as: <ul style="list-style-type: none"> <li>• laminated cards</li> <li>• notices</li> <li>• wall posters</li> </ul> </li> <li>• product labels</li> <li>• safety instructions pre-printed on equipment.</li> </ul>   |
| <b>Signage and barriers</b> may include:          | <ul style="list-style-type: none"> <li>• physical barriers and restraints erected to restrict access to a site</li> <li>• signs complying with legislative requirements and Australian standards warning of danger or adverse conditions, including: <ul style="list-style-type: none"> <li>• cleaning in progress</li> <li>• hazardous chemicals in use or present in work area.</li> </ul> </li> </ul>   |
| <b>Window coverings and fittings</b> may include: | <ul style="list-style-type: none"> <li>• blinds</li> <li>• curtains</li> <li>• sunshades.</li> </ul>   |
| <b>Work restrictions</b> may                      | <ul style="list-style-type: none"> <li>• amount of cleaning anticipated</li> </ul>   |

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| include:  | <ul style="list-style-type: none"> <li>• client activity</li> <li>• employee level of literacy and communication skills</li> <li>• faulty or inappropriate equipment</li> <li>• site accessibility</li> <li>• site hazards</li> <li>• skills of work unit or team</li> <li>• staffing resources</li> <li>• time limitations.</li> </ul>  |
| <b>Waste</b> may be either solid or liquid and include: | <ul style="list-style-type: none"> <li>• chemicals past expiry date</li> <li>• obsolete equipment</li> <li>• packaging</li> <li>• used containers</li> <li>• used or contaminated PPE</li> <li>• used or unused chemicals.</li> </ul>  |
| <b>Environmental requirements</b> may include:          | <ul style="list-style-type: none"> <li>• clean-up, containment and isolation</li> <li>• company policies and guidelines</li> <li>• emergency chemical spill control measures</li> <li>• environmental protection agency and requirements of government departments, such as: <ul style="list-style-type: none"> <li>• agriculture</li> <li>• emergency services</li> </ul> </li> <li>• hazardous materials handling</li> <li>• local government regulations and by-laws</li> <li>• low-energy cleaning methods</li> <li>• low environmental-impact chemicals</li> <li>• low-moisture cleaning methods</li> <li>• low water-use equipment and water-efficient cleaning methods</li> <li>• non-chemical cleaning methods.</li> </ul> |

## Unit Sector(s)

Cleaning operations

## Custom Content Section

Not applicable.

# CPPCLO2010A Clean ceiling surfaces and fittings

## Modification History

Revised unit

Unit updated and equivalent to PRMCL10B Clean ceiling surfaces and fittings

## Unit Descriptor

This unit of competency specifies the outcomes required to clean ceiling surfaces and fittings. The unit requires the ability to assess the extent of the cleaning task through knowledge of characteristics of the ceiling surface and fittings and the type of soiling. It requires an understanding of client requirements and the ability to apply company policies and procedures.

Selecting the appropriate equipment, chemicals and cleaning methods is essential to performing the task safely and efficiently. Where ladders are being used, the work is usually done in pairs.

## Application of the Unit

This unit applies to ceiling surfaces less than three metres high, as use of specialised equipment, cleaning methods and safety procedures are required above this height.

This unit of competency supports employees without managerial or supervisory responsibilities. The work may be performed in teams or individually. Performance would usually be carried out under routine supervision and within company guidelines.

## Licensing/Regulatory Information

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

## Pre-Requisites

Not applicable.

## Employability Skills Information

This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

## Elements and Performance Criteria

- |   |                                 |   |
|---|---------------------------------|---|
| 1 | Assess area to be cleaned.      | <p>1.1 Area to be cleaned is assessed, <b><i>work order</i></b> is reviewed according to <b><i>company requirements</i></b>, and issues are clarified with <b><i>appropriate persons</i></b>.</p> <p>1.2 <b><i>Hazards</i></b> are identified and risks controlled in work site according to company, <b><i>legislative</i></b>, and <b><i>occupational health and safety (OHS) requirements</i></b>.</p> <p>1.3 Type of <b><i>ceiling surface</i></b> and <b><i>fittings</i></b> is identified by observation according to work order and company requirements.</p> <p>1.4 <b><i>Soil types</i></b> on ceiling surfaces and fittings are identified by observation according to work order and company requirements.</p> <p>1.5 Work site access arrangements are confirmed according to work order, and OHS and company requirements.</p> <p>1.6 <b><i>Cleaning techniques</i></b> are selected according to work order and company requirements.</p> <p>1.7 Size and usage pattern of work site are determined to ensure safety of <b><i>personnel</i></b> and efficient use of <b><i>equipment</i></b> and <b><i>chemicals</i></b>.</p> <p>1.8 Pre-existing damage is identified and reported to appropriate persons according to company requirements.</p> |
| 2 | Select equipment and chemicals. | <p>2.1 <b><i>Personal protective equipment (PPE)</i></b> is selected and used according to <b><i>manufacturer specifications</i></b>, and OHS and company requirements.</p> <p>2.2 Equipment and chemicals are selected for work order</p>  |

- according to OHS and company requirements.
- 2.3 Operational effectiveness of equipment is checked according to manufacturer specifications and company requirements.
  - 2.4 Equipment is adjusted to suit operator's requirements according to manufacturer specifications and OHS requirements.
  - 2.5 Chemicals are prepared according to manufacturer specifications, and OHS and company requirements.
- 3 Prepare work site.
- 3.1 Hazards in work site are confirmed and risks are controlled and reassessed according to legislative, OHS and company requirements.
  - 3.2 **Signage and barriers** are installed as required to maximise public safety during cleaning operation according to work order, and OHS and company requirements.
  - 3.3 Floor, furniture and equipment are covered with drop sheets according to work order and company requirements.
  - 3.4 **Work restrictions** affecting the completion of work order are identified and appropriate persons are promptly notified.
- 4 Clean work site.
- 4.1 Cobwebs and dry dust are removed according to work order, and OHS and company requirements.
  - 4.2 Difficult to reach areas are vacuumed according to work order, and OHS and company requirements.
  - 4.3 Fittings are wiped according to work order and company requirements.
  - 4.4 Chemical solution is rinsed from all surfaces according to work order and company requirements.
  - 4.5 Work is performed according to work order, manufacturer specifications and legislative, OHS and company requirements.

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| 5 | Tidy work site.  | 5.1 | Collected soil and <i>waste</i> are disposed of according to client specifications, work order, manufacturer specifications and legislative, OHS, company and <i>environmental requirements</i> . |
|   |  | 5.2 | Furniture and fittings are replaced according to client requests, work order and OHS requirements.  |
|   |  | 5.3 | Signage and barriers are removed according to work order, and OHS and company requirements.   |
| 6 | Clean and safety check equipment, and store equipment and chemicals. | 6.1 | Equipment and PPE are cleaned according to manufacturer specifications and environmental, OHS and company requirements.   |
|   |  | 6.2 | Equipment and PPE are safety checked according to manufacturer specifications and OHS requirements, and required maintenance is recorded according to company requirements.                       |
|   |  | 6.3 | Equipment and PPE are stored and maintained to allow ready access according to manufacturer specifications, and OHS and company requirements.   |
|   |  | 6.4 | Chemicals are stored according to manufacturer specifications, and OHS and company requirements.  |

## Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

### Required skills

- correct cleaning techniques for:
  - various surface types
  - various types and textures of fittings
- customer service skills to:
  - establish rapport with clients
  - gain clients' trust
  - identify client expectations

interpersonal skills to relate to people from a range of backgrounds

- language, literacy and numeracy skills to:
  - communicate clearly and concisely verbally and in writing
  - perform mathematical calculations required for:
    - diluting and mixing chemicals as specified on product labels
    - measuring area
  - read and interpret directions and safety instructions, including:
    - chemical labels
    - equipment manuals
    - material safety data sheets (MSDS)
  - request advice or further information
  - seek and receive feedback
  - source, organise and record information
- planning and organising skills to:
  - manage time
  - sequence tasks
- problem-solving skills to manage contingencies
- skills to work safely when:
  - handling and disposing of chemicals
  - handling and disposing of contaminated and toxic waste
  - identifying hazards and controlling risks
  - manual handling
- self-management skills to work alone and in a team

### **Required knowledge**

- cleaning chemicals and equipment and their application for surfaces of ceilings and fittings
- company management structure and procedures, including:
  - biological and viral control
  - emergency response and evacuation procedures
  - environmental protection procedures
  - injury, dangerous occurrence and incident reporting
  - OHS procedures
  - quality systems
- legislation, regulations, codes of practice and industry advisory standards that apply to clean ceiling surfaces and fittings, including OHS legislation
- routes of entry and potential symptoms of exposure to chemicals
- safe work practices for using:
  - chemicals
  - equipment, including PPE
- types of ceiling and fitting surfaces, their characteristics and appropriate cleaning methods

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

|  |  |
|--|--|
| Overview of assessment   | This unit of competency could be assessed by observing practical demonstrations of cleaning ceiling surfaces and fittings involving at least two different surfaces and two different work site environments.  |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | <p>A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit.</p> <p>In particular the person should demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• identify type and characteristics of ceiling surface and fittings</li> <li>• select cleaning equipment and chemicals</li> <li>• use safe and efficient cleaning methods</li> <li>• comply with company and legislative requirements</li> <li>• achieve outcomes in relation to customer work order and company requirements.</li> </ul>                         |
| Context of and specific resources for assessment   | <p>Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements.</p> <p>Resource implications for assessment include access to:</p> <ul style="list-style-type: none"> <li>• suitable work site or venue with ceiling surfaces and fittings</li> <li>• suitable equipment and chemicals</li> <li>• PPE</li> <li>• equipment operating manuals and MSDS</li> <li>• work order instructions, work plans and schedules</li> <li>• assessment instruments, including personal planner and assessment record book.</li> </ul> |
| Method of assessment   | <p>Assessment methods must:</p> <ul style="list-style-type: none"> <li>• satisfy the endorsed Assessment Guidelines of the Property Services Training Package</li> <li>• include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application</li> <li>• reinforce the integration of employability skills with workplace</li> </ul>   |



|                                     |   |
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|                                     | <p>tasks and job roles</p> <ul style="list-style-type: none"> <li>confirm that competency is verified and able to be transferred to other circumstances and environments.</li> </ul>  |
| Guidance information for assessment | <p>Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.</p> <p>Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.</p> <p>This unit could be assessed on its own or in combination with other units relevant to the job function, such as:</p> <ul style="list-style-type: none"> <li>CPPCLO2015A Maintain furniture, fittings and room dressing.</li> </ul> |

## Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

|  |  |
|--|--|
| <b>Work order</b> information may include: | <ul style="list-style-type: none"> <li>access to work site, including: <ul style="list-style-type: none"> <li>access and egress points</li> <li>timing of access</li> </ul> </li> <li>budget allocations</li> <li>completion times and dates</li> <li>human resource requirements to complete the work tasks</li> <li>job requirements and tasks</li> <li>legislative and local government requirements</li> <li>OHS requirements and emergency response procedures</li> <li>requirements for working in isolated and remote locations</li> <li>resource requirements, such as equipment and materials</li> <li>specific client requirements, such as: <ul style="list-style-type: none"> <li>dress and presentation requirements</li> <li>relationships with other activities</li> </ul> </li> <li>use of signage and barriers</li> <li>work schedules</li> <li>work site contact persons</li> <li>work site requirements for specific industries, such as: <ul style="list-style-type: none"> <li>hospitals and medical centres</li> </ul> </li> </ul> |
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|   | <ul style="list-style-type: none"> <li>• nursing homes</li> <li>• retail food courts</li> <li>• schools</li> <li>• tourism and hospitality.</li> </ul>   |
| <b><i>Company requirements</i></b> may include: | <ul style="list-style-type: none"> <li>• access and equity policy, principles and practice</li> <li>• business and performance plans</li> <li>• client communication procedures</li> <li>• client confidentiality procedures</li> <li>• client service standards</li> <li>• communication channels and reporting procedures</li> <li>• company goals, objectives, plans, systems and processes</li> <li>• company issued identification badges, cards or passes</li> <li>• company policies and procedures</li> <li>• company service standards</li> <li>• dress and presentation requirements</li> <li>• duty of care, code of conduct, and code of ethics</li> <li>• emergency response and evacuation procedures</li> <li>• employer and employee rights and responsibilities</li> <li>• environmental protection procedures</li> <li>• maintenance procedures for equipment and PPE</li> <li>• OHS control</li> <li>• OHS policies and procedures</li> <li>• personnel practices and guidelines</li> <li>• policies and procedures relating to own role, responsibility and delegation</li> <li>• quality and continuous improvement processes and standards</li> <li>• records and information systems and processes</li> <li>• training materials (induction, refresher and new skills)</li> <li>• using contractors</li> <li>• work site access security clearance procedures.</li> </ul> |
| <b><i>Appropriate persons</i></b> may include:  | <ul style="list-style-type: none"> <li>• clients</li> <li>• colleagues</li> <li>• managers</li> <li>• persons in control of work sites</li> <li>• supervisors.</li> </ul>  |
| <b><i>Hazards</i></b> may include:              | <ul style="list-style-type: none"> <li>• allergic reactions to chemicals or equipment, including latex allergies</li> <li>• biological and animal waste</li> <li>• bites and stings</li> <li>• blood and blood-stained products</li> <li>• confined or restricted spaces</li> </ul>  |

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|  | <ul style="list-style-type: none"> <li>• contaminated clothing, materials or equipment</li> <li>• damaged or inappropriate equipment</li> <li>• dust and fibres</li> <li>• electrical hazards arising from: <ul style="list-style-type: none"> <li>• cables</li> <li>• electrical fittings: <ul style="list-style-type: none"> <li>• switches</li> <li>• lights</li> </ul> </li> <li>• untested electrical equipment</li> </ul> </li> <li>• fatigue</li> <li>• fire</li> <li>• gas</li> <li>• heights</li> <li>• inadequate lighting and ventilation</li> <li>• infectious and zoonotic diseases, such as: <ul style="list-style-type: none"> <li>• Q fever</li> <li>• scabies</li> </ul> </li> <li>• mobile equipment and vehicle hazards around plant and vehicles</li> <li>• moving or unguarded parts</li> <li>• noise</li> <li>• occupational violence and bullying</li> <li>• poor personal hygiene practices</li> <li>• spill, splash and spray</li> <li>• release of substances with negative environmental impact</li> <li>• synergistic chemical reactions, such as: <ul style="list-style-type: none"> <li>• hazardous incompatibility</li> <li>• reactivity</li> </ul> </li> <li>• syringes or other sharps</li> <li>• temperature extremes</li> <li>• ultraviolet light</li> <li>• unsafe manual-handling techniques, including awkward and repetitive postures</li> <li>• unsafe underfoot conditions, such as slippery, uneven and rough surfaces</li> <li>• work in unfamiliar isolated or remote environments.</li> </ul> |
| <p><b><i>Legislative requirements</i></b> may include:</p> | <ul style="list-style-type: none"> <li>• Australian standards, quality assurance and certification requirements</li> <li>• award and enterprise agreements</li> <li>• industry advisory standards and codes, such as: <ul style="list-style-type: none"> <li>• building codes</li> <li>• dangerous goods codes</li> </ul> </li> </ul>  |

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|   | <ul style="list-style-type: none"> <li>• relevant commonwealth, state and territory legislation and local government regulations affecting company operation, including: <ul style="list-style-type: none"> <li>• anti-discrimination and diversity policies</li> <li>• chemical controls</li> <li>• chemical registers and manifests</li> <li>• consumer protection</li> <li>• energy conservation</li> <li>• environmental protection</li> <li>• equal employment opportunity</li> <li>• freedom of information</li> <li>• industrial equipment certificates of competency or licences</li> <li>• industrial relations</li> <li>• OHS Acts and regulations</li> <li>• privacy</li> <li>• public health</li> <li>• trade practices</li> <li>• water conservation</li> <li>• workplace consultative arrangements.</li> </ul> </li> </ul>  |
| <p><b><i>Occupational health and safety</i></b> (also known as workplace health and safety) <b><i>requirements</i></b> may relate to:</p> | <ul style="list-style-type: none"> <li>• allergic reactions, such as contact dermatitis</li> <li>• communication devices for remote and isolated locations, such as: <ul style="list-style-type: none"> <li>• mobile phone</li> <li>• two-way radio</li> </ul> </li> <li>• dermatological control and prevention measures</li> <li>• emergency procedures for eye and skin contact, and inhalation and ingestion of toxic substances</li> <li>• hazard identification and risk assessment mechanisms</li> <li>• health surveillance and monitoring, such as regular blood testing</li> <li>• hierarchy of hazard control procedures</li> <li>• maintaining clear access</li> <li>• national and industry standards and codes of practice</li> <li>• OHS control procedures, such as: <ul style="list-style-type: none"> <li>• health and safety plans</li> <li>• job plans</li> <li>• job safety analyses</li> <li>• risk assessments</li> <li>• safe operating practices and procedures</li> <li>• safe system of work statements</li> <li>• safe work instructions</li> <li>• work method statements</li> </ul> </li> </ul> |

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|  | <ul style="list-style-type: none"> <li>• reporting injury and dangerous occurrences</li> <li>• routes of entry and potential symptoms of exposure to chemicals</li> <li>• safe work practices for equipment, PPE and chemical storage, including interpretation of: <ul style="list-style-type: none"> <li>• MSDS</li> <li>• hazardous substance information, such as long latency periods</li> </ul> </li> <li>• safety training, induction and refresher training</li> <li>• selection and use of PPE and clothing appropriate to the hazard</li> <li>• ultraviolet light</li> <li>• up-to-date electrical test and tag compliance</li> <li>• use of chemicals according to MSDS</li> <li>• use of residual current devices</li> <li>• use, storage and maintenance of equipment according to manufacturer specifications and equipment operating manuals.</li> </ul> |
| <b><i>Ceiling surfaces</i></b> may:            | <ul style="list-style-type: none"> <li>• be flat, suspended or raked</li> <li>• be made of hard or absorbent materials</li> <li>• encompass new technologies.</li> </ul>  |
| <b><i>Fittings</i></b> may include:            | <ul style="list-style-type: none"> <li>• cameras</li> <li>• ceiling fans</li> <li>• ornamental hanging lights</li> <li>• projecting lights</li> <li>• recessed lights</li> <li>• skylights</li> <li>• smoke detectors</li> <li>• speakers</li> <li>• sprinkler systems</li> <li>• televisions</li> <li>• vents and grilles.</li> </ul>  |
| <b><i>Soil types</i></b> may include:          | <ul style="list-style-type: none"> <li>• adhered soil</li> <li>• cobwebs</li> <li>• dust.</li> </ul>  |
| <b><i>Cleaning techniques</i></b> may include: | <ul style="list-style-type: none"> <li>• cobwebbing</li> <li>• detailing</li> <li>• dusting, including high dusting</li> <li>• fully washing the ceilings and fittings</li> <li>• low-water cleaning methods, such as using microfibre cleaning products</li> <li>• rinsing</li> <li>• spot cleaning</li> <li>• wiping.</li> </ul>  |

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| <b>Personnel</b> may include:                     | <ul style="list-style-type: none"> <li>• client's staff members</li> <li>• colleagues</li> <li>• general public</li> <li>• venue, facility, shopping centre staff and management.</li> </ul>   |
| <b>Equipment</b> may include:                     | <ul style="list-style-type: none"> <li>• access equipment, such as ladders, including A frame ladders</li> <li>• cleaning equipment, including: <ul style="list-style-type: none"> <li>• anti-static dusters</li> <li>• buckets</li> <li>• cleaning cloths</li> <li>• cobwebbers and extensions</li> <li>• drop sheets</li> <li>• fringe dusters</li> <li>• glass cleaning equipment</li> <li>• lamb's wool applicators</li> <li>• scourers</li> <li>• sponges</li> <li>• microfibre products</li> <li>• vacuum cleaners</li> <li>• wall mates</li> <li>• wheeled cleaner's trolleys.</li> </ul> </li> </ul> |
| <b>Chemicals</b> may include:                     | <ul style="list-style-type: none"> <li>• acid cleaners</li> <li>• alkaline cleaners</li> <li>• low environmental-impact chemicals</li> <li>• neutral cleaners</li> <li>• solvent cleaners.</li> </ul>  |
| <b>Personal protective equipment</b> may include: | <ul style="list-style-type: none"> <li>• ear muffs and plugs</li> <li>• gloves, such as non-permeable</li> <li>• goggles</li> <li>• high-visibility vests and clothing</li> <li>• overalls and other protective clothing</li> <li>• respirators</li> <li>• safety glasses</li> <li>• safety shoes</li> <li>• splash-proof face masks</li> <li>• sun protection</li> <li>• tongs</li> <li>• ultraviolet protection</li> <li>• wet-work clothing.</li> </ul>   |
| <b>Manufacturer specifications</b> may            | <ul style="list-style-type: none"> <li>• equipment operating manuals</li> <li>• instructional guides</li> </ul>  |

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| include:  | <ul style="list-style-type: none"> <li>• MSDS</li> <li>• other resources supplied by the manufacturer, such as: <ul style="list-style-type: none"> <li>• laminated cards</li> <li>• notices</li> <li>• wall posters</li> </ul> </li> <li>• product labels</li> <li>• safety instructions pre-printed on equipment.</li> </ul>  |
| <b>Signage and barriers</b> may include:                | <ul style="list-style-type: none"> <li>• physical barriers and restraints erected to restrict access to a site</li> <li>• signs complying with legislative requirements and Australian standards warning of danger or adverse conditions, including: <ul style="list-style-type: none"> <li>• cleaning in progress</li> <li>• hazardous chemicals in use or present in work area.</li> </ul> </li> </ul>   |
| <b>Work restrictions</b> may include:                   | <ul style="list-style-type: none"> <li>• amount of cleaning anticipated</li> <li>• client activity</li> <li>• employee level of literacy and communication skills</li> <li>• faulty or inappropriate equipment</li> <li>• site accessibility</li> <li>• site hazards</li> <li>• skills of work unit or team</li> <li>• staffing resources</li> <li>• time limitations.</li> </ul>  |
| <b>Waste</b> may be either solid or liquid and include: | <ul style="list-style-type: none"> <li>• chemicals past expiry date</li> <li>• obsolete equipment</li> <li>• packaging</li> <li>• used containers</li> <li>• used or contaminated PPE</li> <li>• used or unused chemicals.</li> </ul>  |
| <b>Environmental requirements</b> may include:          | <ul style="list-style-type: none"> <li>• clean-up, containment and isolation</li> <li>• company policies and guidelines</li> <li>• emergency chemical spill control measures</li> <li>• environmental protection agency and requirements of government departments, such as: <ul style="list-style-type: none"> <li>• agriculture</li> <li>• emergency services</li> </ul> </li> <li>• hazardous materials handling</li> <li>• local government regulations and by-laws</li> <li>• low-energy cleaning methods</li> <li>• low environmental-impact chemicals</li> <li>• low-moisture cleaning methods</li> <li>• low water-use equipment and water-efficient cleaning methods</li> <li>• non-chemical cleaning methods.</li> </ul> |

## **Unit Sector(s)**

Cleaning operations

## **Custom Content Section**

Not applicable.



## CPPCLO2017A Clean wet areas

### Modification History

Revised unit

Unit updated and equivalent to PRMCL17B Clean a wet area

### Unit Descriptor

This unit of competency specifies the outcomes required to clean a wet area so that it is free from soil, odour and hazards. It requires the ability to assess the extent of the cleaning task through understanding client requirements and special characteristics of wet areas, and to apply company policies and procedures in order to perform the task. Selecting the appropriate equipment, chemicals and methods is essential to performing the task safely and efficiently, as is recognising the importance of paying careful attention to health and safety issues.

### Application of the Unit

This unit of competency supports employees without managerial or supervisory responsibilities. Wet areas include bathrooms, toilets and changing rooms. Areas such as swimming pools, kitchens, laundries and clinics generally require specialised cleaning methods. Performance would usually be carried out under routine supervision and within company guidelines.

### Licensing/Regulatory Information

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

### Pre-Requisites

Not applicable.

### Employability Skills Information

This unit contains employability skills.

### Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised

unit of competency.

text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

## Elements and Performance Criteria

- |   |                                 |  |
|---|---------------------------------|--|
| 1 | Assess area to be cleaned.      | 1.1 <b>Hazards</b> are identified and risks controlled in work site according to company, <b>legislative</b> , and <b>occupational health and safety (OHS) requirements</b> .              |
|   |                                 | 1.2 Operation and condition of fixtures and fittings are checked and pre-existing damage at work site is reported to appropriate persons according to work order and company requirements. |
|   |                                 | 1.3 <b>Soil</b> is identified by observation according to work order and company requirements.   |
|   |                                 | 1.4 Areas that require special attention, including graffiti, are identified according to work order and company requirements.   |
|   |                                 | 1.5 Size and usage pattern of work site are determined to ensure safety of, and minimal disruption to, personnel and efficient use of cleaning equipment and chemicals.                    |
|   |                                 | 1.6 Cleaning techniques for wet areas are selected according to work order and company requirements.   |
| 2 | Select equipment and chemicals. | 2.1 Suitable <b>personal protective equipment (PPE)</b> is selected and used according to <b>manufacturer specifications</b> , and OHS and company requirements.                           |
|   |                                 | 2.2 Equipment and chemicals are selected for work order according to OHS and company requirements.   |
|   |                                 | 2.3 Operational effectiveness of equipment is checked according to manufacturer specifications and company requirements.   |
|   |                                 | 2.4 Equipment is adjusted to suit operator's requirements according to manufacturer specifications and OHS requirements.   |

- 2.5 Chemicals are prepared according to manufacturer specifications, and OHS and company requirements.
- 3 Prepare work site
- 3.1 Hazards in work site are confirmed and risks are controlled and reassessed according to legislative, OHS and company requirements.
- 3.2 Signage and barriers are installed as required to maximise public safety during cleaning operation according to work order, and OHS and company requirements.
- 3.3 Work restrictions affecting completion of work order are identified and appropriate persons are notified.
- 4 Clean work site.
- 4.1 Loose soil is removed prior to commencing *surface* cleaning according to work order, and OHS and company requirements.
- 4.2 Fixtures, fittings and surfaces are cleaned using equipment, chemicals and cleaning techniques according to work order, and OHS and company requirements.
- 4.3 Remaining heavy soil, graffiti and stained surfaces are treated or reported to appropriate persons for follow-up action according to work order and company requirements.
- 4.4 Soiled items are laundered according to work order and company requirements.
- 4.5 Work is performed according to work order, manufacturer specifications, and legislative, OHS and company requirements.
- 5 Replenish consumables and tidy work site.
- 5.1 **Consumable items** are replenished according to client requests, work order and company requirements.
- 5.2 Collected soil and **waste** are disposed of according to client specifications, work order, manufacturer specifications and legislative, OHS, company and **environmental requirements**.

- 5.3 Signage and barriers are removed according to work order, and OHS and company requirements.
- 6 Clean and safety check equipment, and store equipment and chemicals.
- 6.1 Equipment and PPE are cleaned according to manufacturer specifications and environmental, OHS and company requirements.
- 6.2 Equipment and PPE are safety checked according to manufacturer specifications and OHS requirements, and required maintenance is recorded according to company requirements.
- 6.3 Equipment and PPE are stored and maintained to allow ready access according to manufacturer specifications, and OHS and company requirements.
- 6.4 Chemicals are stored according to manufacturer specifications, and OHS and company requirements.

## Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

### Required skills

- customer service skills to:
  - establish rapport with clients
  - gain clients' trust
  - identify client expectations
- interpersonal skills to relate to people from a range of backgrounds
- language, literacy and numeracy skills to:
  - communicate clearly and concisely verbally and in writing
  - perform mathematical calculations required for:
    - diluting and mixing chemicals as specified on product labels
    - measuring area
  - read and interpret directions and safety instructions, including:
    - chemical labels
    - equipment manuals
    - material safety data sheets (MSDS)
  - request advice or further information

- seek and receive feedback
- source, organise and record information
- observation skills to:
  - identify soil and stains
  - identify surface types to determine cleaning method
- organisational skills to plan and organise work
- problem-solving skills to manage contingencies
- skills to work safely when:
  - handling and disposing of chemicals
  - handling and disposing of contaminated and toxic waste
  - identifying hazards and controlling risks
  - manual handling
  - using equipment for:
    - cleaning glass
    - damp wiping
    - hosing
    - mopping
    - squeegeeing
    - sweeping
    - washing
- self-management skills to work alone and in a team

### **Required knowledge**

- cleaning chemicals and equipment for wet areas
- cleaning methods for:
  - wet areas
  - sterilising
- company management structure and procedures, including:
  - biological and viral control
  - emergency response and evacuation procedures
  - environmental protection procedures
  - injury, dangerous occurrence and incident reporting
  - OHS procedures
  - quality systems
- legislation, regulations, codes of practice and industry advisory standards that apply to cleaning a wet area, including OHS legislation
- routes of entry and potential symptoms of exposure to chemicals
- safe work practices for using:
  - chemicals
  - equipment, including PPE

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

|  |  |
|--|--|
| Overview of assessment   | This unit of competency could be assessed by observing practical demonstrations of cleaning a wet area involving at least two different work site environments.  |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | <p>A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit.</p> <p>In particular the person should demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• identify hazards and risks associated with wet areas</li> <li>• identify fittings, surfaces and soil types found in wet areas</li> <li>• select cleaning equipment and chemicals</li> <li>• use safe and efficient cleaning methods</li> <li>• achieve outcomes in relation to customer work order and company requirements</li> <li>• comply with company and legislative requirements.</li> </ul> |
| Context of and specific resources for assessment   | <p>Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements.</p> <p>Resource implications for assessment include access to:</p> <ul style="list-style-type: none"> <li>• suitable wet area venue</li> <li>• suitable equipment and chemicals</li> <li>• PPE</li> <li>• equipment operating manuals and MSDS</li> <li>• work order instructions, work plans and schedules</li> <li>• assessment instruments, including personal planner and assessment record book.</li> </ul>  |
| Method of assessment   | <p>Assessment methods must:</p> <ul style="list-style-type: none"> <li>• satisfy the endorsed Assessment Guidelines of the Property Services Training Package</li> <li>• include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application</li> <li>• reinforce the integration of employability skills with workplace</li> </ul>   |

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|                                     | <p>tasks and job roles</p> <ul style="list-style-type: none"> <li>confirm that competency is verified and able to be transferred to other circumstances and environments.</li> </ul>   |
| Guidance information for assessment | <p>Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.</p> <p>Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.</p> <p>This unit could be assessed on its own or in combination with other units relevant to the job function, such as:</p> <ul style="list-style-type: none"> <li>CPPCLO2001A Maintain hard floor surfaces</li> <li>CPPCLO2015A Maintain furniture, fittings and room dressing</li> <li>CPPCLO3002A Restore hard floor surfaces.</li> </ul> |

## Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

|                             |   |
|-----------------------------|---|
| <b>Hazards</b> may include: | <ul style="list-style-type: none"> <li>allergic reactions to chemicals or equipment, including latex allergies</li> <li>biological and animal waste</li> <li>bites and stings</li> <li>blood and blood-stained products</li> <li>confined or restricted spaces</li> <li>contaminated clothing, materials or equipment</li> <li>damaged or inappropriate equipment</li> <li>dust and fibres</li> <li>electrical hazards arising from: <ul style="list-style-type: none"> <li>cables</li> <li>electrical fittings: <ul style="list-style-type: none"> <li>switches</li> <li>lights</li> </ul> </li> <li>untested electrical equipment</li> </ul> </li> <li>fatigue</li> <li>fire</li> </ul> |
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|  | <ul style="list-style-type: none"> <li>• gas</li> <li>• heights</li> <li>• inadequate lighting and ventilation</li> <li>• infectious and zoonotic diseases, such as: <ul style="list-style-type: none"> <li>• Q fever</li> <li>• scabies</li> </ul> </li> <li>• mobile equipment and vehicle hazards around plant and vehicles</li> <li>• moving or unguarded parts</li> <li>• noise</li> <li>• occupational violence and bullying</li> <li>• poor personal hygiene practices</li> <li>• spill, splash and spray</li> <li>• release of substances with negative environmental impact</li> <li>• synergistic chemical reactions, such as: <ul style="list-style-type: none"> <li>• hazardous incompatibility</li> <li>• reactivity</li> </ul> </li> <li>• syringes or other sharps</li> <li>• temperature extremes</li> <li>• ultraviolet light</li> <li>• unsafe manual-handling techniques, including awkward and repetitive postures</li> <li>• unsafe underfoot conditions, such as slippery, uneven and rough surfaces</li> <li>• work in unfamiliar isolated or remote environments.</li> </ul> |
| <p><b><i>Company requirements</i></b><br/>may include:</p> | <ul style="list-style-type: none"> <li>• business and performance plans</li> <li>• client communication procedures</li> <li>• client confidentiality procedures</li> <li>• client service standards</li> <li>• communication channels and reporting procedures</li> <li>• company goals, objectives, plans, systems and processes</li> <li>• company issued identification badges, cards or passes</li> <li>• company policies and procedures, including: <ul style="list-style-type: none"> <li>• access and equity policy, principles and practice</li> <li>• OHS policies and procedures, including control procedures</li> <li>• maintenance procedures for equipment and PPE</li> <li>• those relating to own role, responsibility and delegation</li> <li>• work site access security clearance procedures</li> </ul> </li> <li>• company service standards</li> <li>• dress and presentation requirements</li> <li>• duty of care, code of conduct, and code of ethics</li> <li>• emergency response and evacuation procedures</li> </ul>   |



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|   | <ul style="list-style-type: none"> <li>• employer and employee rights and responsibilities</li> <li>• environmental protection procedures</li> <li>• personnel practices and guidelines</li> <li>• quality and continuous improvement processes and standards</li> <li>• records and information systems and processes</li> <li>• training materials (induction, refresher and new skills)</li> <li>• use of contractors.</li> </ul>  |
| <p><b><i>Legislative requirements</i></b> may include:</p>  | <ul style="list-style-type: none"> <li>• Australian standards, quality assurance and certification requirements</li> <li>• award and enterprise agreements</li> <li>• industry advisory standards and codes, such as: <ul style="list-style-type: none"> <li>• building codes</li> <li>• dangerous goods codes</li> </ul> </li> <li>• relevant commonwealth, state and territory legislation and local government regulations affecting company operation, including: <ul style="list-style-type: none"> <li>• anti-discrimination and diversity policies</li> <li>• chemical controls</li> <li>• chemical registers and manifests</li> <li>• consumer protection</li> <li>• energy conservation</li> <li>• environmental protection</li> <li>• equal employment opportunity</li> <li>• freedom of information</li> <li>• industrial equipment certificates of competency or licences</li> <li>• industrial relations</li> <li>• OHS Acts and regulations</li> <li>• privacy</li> <li>• public health</li> <li>• trade practices</li> <li>• water conservation</li> <li>• workplace consultative arrangements.</li> </ul> </li> </ul> |
| <p><b><i>Occupational health and safety</i></b> (also known as workplace health and safety) <b><i>requirements</i></b> may relate to:</p> | <ul style="list-style-type: none"> <li>• allergic reactions, such as contact dermatitis</li> <li>• communication devices for remote and isolated locations, such as: <ul style="list-style-type: none"> <li>• mobile phone</li> <li>• two-way radio</li> </ul> </li> <li>• dermatological control and prevention measures</li> <li>• emergency procedures for eye and skin contact, and inhalation and ingestion of toxic substances</li> <li>• hazard identification and risk assessment mechanisms</li> <li>• health surveillance and monitoring, such as regular blood testing</li> </ul>  |

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|  | <ul style="list-style-type: none"> <li>• hierarchy of hazard control procedures</li> <li>• maintaining clear access</li> <li>• national and industry standards and codes of practice</li> <li>• OHS control procedures, such as:             <ul style="list-style-type: none"> <li>• health and safety plans</li> <li>• job plans</li> <li>• job safety analyses</li> <li>• risk assessments</li> <li>• safe operating practices and procedures</li> <li>• safe system of work statements</li> <li>• safe work instructions</li> <li>• work method statements</li> </ul> </li> <li>• reporting injury and dangerous occurrences</li> <li>• routes of entry and potential symptoms of exposure to chemicals</li> <li>• safe work practices for equipment, PPE and chemical storage, including interpretation of:             <ul style="list-style-type: none"> <li>• MSDS</li> <li>• hazardous substance information, such as long latency periods</li> </ul> </li> <li>• safety training, induction and refresher training</li> <li>• selection and use of PPE and clothing appropriate to the hazard</li> <li>• ultraviolet light</li> <li>• up-to-date electrical test and tag compliance</li> <li>• use of chemicals according to MSDS</li> <li>• use of residual current devices</li> <li>• use, storage and maintenance of equipment according to manufacturer specifications and equipment operating manuals.</li> </ul> |
| <p><i>Fixtures and fittings</i> may include:</p> | <ul style="list-style-type: none"> <li>• baths</li> <li>• bidets</li> <li>• cleaner’s sluices</li> <li>• hand basins</li> <li>• hand dryers</li> <li>• mirrors</li> <li>• paper dispensers</li> <li>• personal item product dispensers</li> <li>• racks</li> <li>• rubbish receptacles</li> <li>• showers</li> <li>• sinks</li> <li>• soap dispensers</li> <li>• spas</li> </ul>   |

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|  | <ul style="list-style-type: none"> <li>• taps</li> <li>• toilet bowls, seats and cisterns</li> <li>• troughs</li> <li>• urinal trough and wall</li> <li>• vanity units.</li> </ul>   |
| <i>Appropriate persons</i> may include:              | <ul style="list-style-type: none"> <li>• clients</li> <li>• colleagues</li> <li>• managers</li> <li>• persons in control of work sites</li> <li>• supervisors.</li> </ul>  |
| <i>Work order</i> information may include:           | <ul style="list-style-type: none"> <li>• access to work site, including: <ul style="list-style-type: none"> <li>• access and egress points</li> <li>• timing of access</li> </ul> </li> <li>• budget allocations</li> <li>• completion times and dates</li> <li>• human resource requirements to complete the work tasks</li> <li>• job requirements and tasks</li> <li>• legislative and local government requirements</li> <li>• OHS requirements and emergency response procedures</li> <li>• requirements for working in isolated and remote locations</li> <li>• resource requirements, such as equipment and materials</li> <li>• specific client requirements, such as: <ul style="list-style-type: none"> <li>• dress and presentation requirements</li> <li>• relationships with other activities</li> </ul> </li> <li>• use of signage and barriers</li> <li>• work schedules</li> <li>• work site contact persons</li> <li>• work site requirements for specific industries, such as: <ul style="list-style-type: none"> <li>• hospitals and medical centres</li> <li>• nursing homes</li> <li>• retail food courts</li> <li>• schools</li> <li>• tourism and hospitality.</li> </ul> </li> </ul> |
| <i>Soil</i> types can be wet or dry and may include: | <ul style="list-style-type: none"> <li>• blood</li> <li>• cobwebs</li> <li>• dust</li> <li>• food, food scraps and residue</li> <li>• grease</li> <li>• human and animal waste</li> <li>• litter</li> <li>• mould and algae</li> </ul>   |

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|   | <ul style="list-style-type: none"> <li>• mud and dirt</li> <li>• pen, texta and pencil</li> <li>• rust</li> <li>• soap scum.</li> </ul>  |
| <b>Personnel</b> may include:           | <ul style="list-style-type: none"> <li>• client's staff members</li> <li>• colleagues</li> <li>• general public</li> <li>• venue, facility, shopping centre staff and management.</li> </ul>   |
| <b>Equipment</b> may include:           | <ul style="list-style-type: none"> <li>• absorbent cleaning cloths</li> <li>• brooms</li> <li>• buckets</li> <li>• cleaning trolleys</li> <li>• damp cloths</li> <li>• doodle bugs</li> <li>• dry cloths</li> <li>• microfibre products</li> <li>• hoses and nozzles</li> <li>• lint-free cloths</li> <li>• long-handled brushes and dustpan tongs</li> <li>• mops</li> <li>• needle hazard disposal units</li> <li>• nylon scourers</li> <li>• scrapers</li> <li>• scrubbing brushes</li> <li>• scrubbing and polishing machines</li> <li>• toilet brushes</li> <li>• window squeegees</li> <li>• wringer buckets.</li> </ul> |
| <b>Chemicals</b> may include:           | <ul style="list-style-type: none"> <li>• acid cleaners</li> <li>• alkaline cleaners</li> <li>• low environmental-impact chemicals</li> <li>• neutral cleaners</li> <li>• solvent cleaners.</li> </ul>  |
| <b>Cleaning techniques</b> may include: | <ul style="list-style-type: none"> <li>• buffing</li> <li>• cobwebbing</li> <li>• dusting</li> <li>• hosing</li> <li>• low-water cleaning methods, such as using microfibre cleaning products</li> <li>• mopping</li> <li>• polishing</li> </ul>   |

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|  | <ul style="list-style-type: none"> <li>• pre-spraying</li> <li>• scrubbing</li> <li>• spot cleaning</li> <li>• sweeping</li> <li>• wet wiping</li> <li>• window cleaning.</li> </ul>   |
| <b><i>Wet areas</i></b> may include:                     | <ul style="list-style-type: none"> <li>• bathrooms</li> <li>• change rooms</li> <li>• ensuites</li> <li>• laundries</li> <li>• pools</li> <li>• spas</li> <li>• tea rooms and kitchenettes</li> <li>• toilets and restrooms</li> <li>• wash-up areas.</li> </ul>   |
| <b><i>Personal protective equipment</i></b> may include: | <ul style="list-style-type: none"> <li>• ear muffs and plugs</li> <li>• gloves, such as non-permeable</li> <li>• goggles</li> <li>• high-visibility vests and clothing</li> <li>• overalls and other protective clothing</li> <li>• respirators</li> <li>• safety glasses</li> <li>• safety shoes</li> <li>• splash-proof face masks</li> <li>• sun protection</li> <li>• tongs</li> <li>• ultraviolet protection</li> <li>• wet-work clothing.</li> </ul> |
| <b><i>Manufacturer specifications</i></b> may include:   | <ul style="list-style-type: none"> <li>• equipment operating manuals</li> <li>• instructional guides</li> <li>• MSDS</li> <li>• other resources supplied by the manufacturer, such as: <ul style="list-style-type: none"> <li>• laminated cards</li> <li>• notices</li> <li>• wall posters</li> </ul> </li> <li>• product labels</li> <li>• safety instructions pre-printed on equipment.</li> </ul>   |
| <b><i>Signage and barriers</i></b> may include:          | <ul style="list-style-type: none"> <li>• physical barriers and restraints erected to restrict access to a site</li> <li>• signs complying with legislative requirements and Australian standards warning of danger or adverse conditions, including: <ul style="list-style-type: none"> <li>• cleaning in progress</li> </ul> </li> </ul>  |

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|   | <ul style="list-style-type: none"> <li>• hazardous chemicals in use or present in work area.</li> </ul>   |
| <b>Work restrictions</b> may include:                   | <ul style="list-style-type: none"> <li>• amount of cleaning anticipated</li> <li>• client activity</li> <li>• employee level of literacy and communication skills</li> <li>• faulty or inappropriate equipment</li> <li>• site accessibility</li> <li>• site hazards</li> <li>• skills of work unit or team</li> <li>• staffing resources</li> <li>• time limitations.</li> </ul> |
| <b>Surfaces</b> may include:                            | <ul style="list-style-type: none"> <li>• ceramics and porcelain</li> <li>• chrome</li> <li>• concrete</li> <li>• glass</li> <li>• laminate</li> <li>• metal</li> <li>• paint</li> <li>• plastic</li> <li>• stainless steel</li> <li>• stone</li> <li>• new technologies</li> <li>• terracotta</li> <li>• vinyl.</li> </ul>  |
| <b>Consumable items</b> may include:                    | <ul style="list-style-type: none"> <li>• air fresheners</li> <li>• bin liners</li> <li>• cloth towels and tea towels</li> <li>• deodorant blocks</li> <li>• hand towels, such as cloth, rolls and sheets</li> <li>• liquid and bar soap</li> <li>• personal toiletries</li> <li>• toilet paper.</li> </ul>  |
| <b>Waste</b> may be either solid or liquid and include: | <ul style="list-style-type: none"> <li>• chemicals past expiry date</li> <li>• contaminated waste</li> <li>• liquid waste</li> <li>• obsolete equipment</li> <li>• packaging</li> <li>• soil</li> <li>• used cleaning cloths</li> <li>• used containers</li> <li>• used or contaminated PPE</li> <li>• used or unused chemicals.</li> </ul>                                       |

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| <p><b><i>Environmental requirements</i></b> may include:</p> | <ul style="list-style-type: none"><li>• clean-up, containment and isolation</li><li>• company policies and guidelines</li><li>• emergency chemical spill control measures</li><li>• environmental protection agency and requirements of government departments, such as:<ul style="list-style-type: none"><li>• agriculture</li><li>• emergency services</li></ul></li><li>• hazardous materials handling</li><li>• local government regulations and by-laws</li><li>• low-energy cleaning methods</li><li>• low environmental-impact chemicals</li><li>• low-moisture cleaning methods</li><li>• low water-use equipment and water-efficient cleaning methods</li><li>• non-chemical cleaning methods.</li></ul> |
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## **Unit Sector(s)**

Cleaning operations

## **Custom Content Section**

Not applicable.

# CPPCLO2019A Sort and remove waste and recyclable materials

## Modification History

Revised unit

Element structure and performance criteria expanded to reflect workplace requirements

Skills and knowledge requirements and the range statement updated

New unit title

Unit based on PRMCL19B Remove waste

## Unit Descriptor

This unit of competency specifies the outcomes required to remove waste from an area that is being cleaned and transfer it to a waste disposal point, usually specified by the client. Waste collection is usually conducted on a daily basis as part of a regular cleaning routine.

The unit requires the ability to assess the extent and types of waste through understanding client requirements and applying company policies and procedures. Selecting the appropriate equipment, chemicals and methods is essential to performing the task safely and efficiently. It is very important to pay careful attention to health and safety issues affecting both the cleaner and the general public.

## Application of the Unit

This unit of competency supports employees without managerial or supervisory responsibilities. Performance would usually be carried out under routine supervision and within company guidelines.

## Licensing/Regulatory Information

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

## Pre-Requisites

Not applicable.

## Employability Skills Information

This unit contains employability skills.



## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

## Elements and Performance Criteria

- |   |                                  |     |  |
|---|----------------------------------|-----|--|
| 1 | Assess waste to be removed.      | 1.1 | Waste and recyclable materials are assessed, <b>work order</b> is reviewed according to <b>company requirements</b> , and issues are clarified with <b>appropriate persons</b> . |
|   |                                  | 1.2 | <b>Hazards</b> are identified and risks controlled in work site according to company, <b>legislative</b> , and <b>occupational health and safety (OHS) requirements</b> .        |
|   |                                  | 1.3 | Waste and recyclable types to be collected are identified by observation according to work order and company requirements.   |
| 2 | Select equipment and chemicals.  | 2.1 | <b>Personal protective equipment (PPE)</b> is selected and used according to <b>manufacturer specifications</b> , and OHS and company requirements.                              |
|   |                                  | 2.2 | <b>Equipment</b> and <b>chemicals</b> are selected for work order according to OHS and company requirements.   |
|   |                                  | 2.3 | Operational effectiveness of equipment is checked according to manufacturer specifications and company requirements.   |
|   |                                  | 2.4 | Equipment is adjusted to suit operator's requirements according to manufacturer specifications and OHS requirements.   |
|   |                                  | 2.5 | Chemicals are prepared according to manufacturer specifications, and OHS and company requirements.   |
| 3 | Transfer waste to waste carrier. | 3.1 | Waste is transferred to <b>waste carrier</b> according to work order, and OHS and company requirements.  |

- 3.2 **Rubbish bins** and surrounds are spot cleaned according to work order and company requirements.
- 3.3 Soiled rubbish bin liners are replaced according to work order, and OHS and company requirements.
- 3.4 **Work restrictions** affecting the completion of work order are identified and appropriate persons are promptly notified.
- 4 Deliver waste to disposal unit.
- 4.1 Waste is promptly removed from site according to work order, and OHS and company requirements.
- 4.2 Waste is transported to **disposal unit** by shortest practical and safest route according to work order, and OHS and company requirements.
- 5 Sort and deliver recyclable materials.
- 5.1 Recyclable materials are identified, separated and sorted according to work order, and OHS and company requirements.
- 5.2 Recyclable materials are moved safely and according to work orders to recycling collection units used for each type of material.
- 5.3 Recycling containers and surrounds are spot cleaned according to work order, and OHS and company requirements.
- 5.4 Recycling containers are checked and replaced in designated locations, with signage indicating use.
- 5.5 Records of recyclable materials that have been sorted and transferred are made according to work orders.
- 6 Clean and safety check equipment, and store equipment and chemicals.
- 6.1 **Cleaning techniques** are used to clean equipment and PPE according to manufacturer specifications and OHS, company and **environmental requirements**.
- 6.2 Equipment and PPE are safety checked according to manufacturer specifications and OHS requirements, and required maintenance is recorded according to company requirements.

- 6.3 Equipment and PPE are stored and maintained to allow ready access according to manufacturer specifications, and OHS and company requirements.
- 6.4 Chemicals are stored according to manufacturer specifications, and OHS and company requirements.

## Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

### Required skills

- customer service skills to:
  - establish rapport with clients
  - gain clients' trust
  - identify client expectations
- interpersonal skills to relate to people from a range of backgrounds
- language, literacy and numeracy skills to:
  - communicate clearly and concisely verbally and in writing
  - perform mathematical calculations required for diluting and mixing chemicals as specified on product labels
  - read and interpret directions and safety instructions, including:
    - chemical labels
    - equipment manuals
    - material safety data sheets (MSDS)
    - work orders
  - request advice or further information
  - seek and receive feedback
  - source, organise and record information
- observation skills to:
  - identify waste types
  - identify hazards
- planning and organising skills to sort and deliver recyclable materials
- problem-solving skills to manage contingencies
- skills to work safely when:
  - controlling risks
  - damp wiping and spot cleaning
  - handling and disposing of contaminated and toxic waste

- selecting, handling and disposing of chemicals
- self-management skills to work alone and in a team

### Required knowledge

- cleaning chemicals and equipment for required cleaning
- company management structure and procedures, including:
  - biological and viral control
  - emergency response and evacuation procedures
  - environmental protection procedures
  - first aid procedures
  - injury, dangerous occurrence and incident reporting
  - OHS procedures
  - quality systems
- legislation, regulations, codes of practice and industry advisory standards that apply to sorting and removing waste and recyclable materials, including OHS legislation
- routes of entry and potential symptoms of exposure to chemicals
- safe work practices for using:
  - chemicals
  - equipment, including PPE
- waste transfer procedures, including:
  - location of disposal units
  - location of waste pick-up equipment
  - types of waste handling equipment
  - types of waste storage receptacles and the selection and use of liners

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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| Overview of assessment   | This unit of competency could be assessed by observing practical demonstrations of removing waste involving at least two different work site environments.  |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | <p>A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit.</p> <p>In particular the person should demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• identify hazards and risks associated with handling waste</li> <li>• identify waste types</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>• comply with company and legislative requirements</li> <li>• use safe and efficient cleaning methods</li> <li>• use safe and efficient waste removal methods</li> <li>• select cleaning equipment and chemicals</li> <li>• achieve outcomes in relation to client work order and company requirements.</li> </ul>  |
| Context of and specific resources for assessment | <p>Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements.</p> <p>Resource implications for assessment include access to:</p> <ul style="list-style-type: none"> <li>• suitable venue</li> <li>• suitable equipment and chemicals</li> <li>• PPE</li> <li>• equipment operating manuals and MSDS</li> <li>• work order instructions, work plans and schedules</li> <li>• assessment instruments, including personal planner and assessment record book.</li> </ul>   |
| Method of assessment                             | <p>Assessment methods must:</p> <ul style="list-style-type: none"> <li>• satisfy the endorsed Assessment Guidelines of the Property Services Training Package</li> <li>• include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application</li> <li>• reinforce the integration of employability skills with workplace tasks and job roles</li> <li>• confirm that competency is verified and able to be transferred to other circumstances and environments.</li> </ul>  |
| Guidance information for assessment              | <p>Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.</p> <p>Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.</p> <p>This unit could be assessed on its own or in combination with other units relevant to the job function, such as:</p> <ul style="list-style-type: none"> <li>• CPPCLO2001A Maintain hard floor surfaces</li> <li>• CPPCLO2004A Maintain carpeted floors</li> <li>• CPPCLO2015A Maintain furniture, fittings and room dressing</li> <li>• CPPCLO2017A Clean wet areas.</li> </ul> |

## Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

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| <p><b><i>Waste</i></b> may be either solid or liquid and include:</p>   | <ul style="list-style-type: none"> <li>• chemical and metal, such as:             <ul style="list-style-type: none"> <li>• computing consumables</li> <li>• photocopying consumables</li> <li>• printing consumables</li> </ul> </li> <li>• contaminated and hazardous biological, such as:             <ul style="list-style-type: none"> <li>• blood and other human waste</li> <li>• cytotoxic waste</li> <li>• soiled and disposable linen</li> <li>• syringes and needles</li> </ul> </li> <li>• general waste, such as:             <ul style="list-style-type: none"> <li>• drinks</li> <li>• foodstuffs.</li> </ul> </li> </ul>             |
| <p><b><i>Recyclable materials</i></b> will be determined by company policy and client requirements and may include:</p> | <ul style="list-style-type: none"> <li>• packaging materials</li> <li>• paper</li> <li>• cardboard</li> <li>• food stuffs</li> <li>• plastics</li> <li>• glass</li> <li>• metals, such as aluminium</li> <li>• other items that are designated for re-use, such as toner cartridges.</li> </ul>   |
| <p><b><i>Work order</i></b> information may include:</p>  | <ul style="list-style-type: none"> <li>• access to work site, including:             <ul style="list-style-type: none"> <li>• access and egress points</li> <li>• timing of access</li> </ul> </li> <li>• budget allocations</li> <li>• completion times and dates</li> <li>• human resource requirements to complete the work tasks</li> <li>• job requirements and tasks</li> <li>• legislative and local government requirements</li> <li>• OHS requirements and emergency response procedures</li> <li>• requirements for working in isolated and remote locations</li> <li>• resource requirements, such as equipment and materials</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>• specific client requirements, such as:             <ul style="list-style-type: none"> <li>• dress and presentation requirements</li> <li>• relationships with other activities</li> </ul> </li> <li>• use of signage and barriers</li> <li>• work schedules</li> <li>• work site contact persons</li> <li>• work site requirements for specific industries, such as:             <ul style="list-style-type: none"> <li>• hospitals and medical centres</li> <li>• nursing homes</li> <li>• retail food courts</li> <li>• schools</li> <li>• tourism and hospitality.</li> </ul> </li> </ul>   |
| <p><b><i>Company requirements</i></b> may include:</p> | <ul style="list-style-type: none"> <li>• business and performance plans</li> <li>• client communication procedures</li> <li>• client confidentiality procedures</li> <li>• client service standards</li> <li>• communication channels and reporting procedures</li> <li>• company goals, objectives, plans, systems and processes</li> <li>• company issued identification badges, cards or passes</li> <li>• company policies and procedures, including:             <ul style="list-style-type: none"> <li>• access and equity policy, principles and practice</li> <li>• OHS policies and procedures, including control procedures</li> <li>• maintenance procedures for equipment and PPE</li> <li>• those relating to own role, responsibility and delegation</li> <li>• work site access security clearance procedures</li> </ul> </li> <li>• company service standards</li> <li>• dress and presentation requirements</li> <li>• duty of care, code of conduct, and code of ethics</li> <li>• emergency response and evacuation procedures</li> <li>• employer and employee rights and responsibilities</li> <li>• environmental protection procedures</li> <li>• personnel practices and guidelines</li> <li>• quality and continuous improvement processes and standards</li> <li>• records and information systems and processes</li> <li>• training materials (induction, refresher and new skills)</li> <li>• using contractors.</li> </ul> |
| <p><b><i>Appropriate persons</i></b> may include:</p>  | <ul style="list-style-type: none"> <li>• clients</li> <li>• colleagues</li> <li>• managers</li> <li>• persons in control of work sites</li> <li>• supervisors.</li> </ul>   |

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| <i>Hazards</i> may include: | <ul style="list-style-type: none"><li>• allergic reactions to chemicals or equipment, including latex allergies</li><li>• biological and animal waste</li><li>• bites and stings</li><li>• blood and blood-stained products</li><li>• confined or restricted spaces</li><li>• contaminated clothing, materials or equipment</li><li>• damaged or inappropriate equipment</li><li>• dust and fibres</li><li>• electrical hazards arising from:<ul style="list-style-type: none"><li>• cables</li><li>• electrical fittings:<ul style="list-style-type: none"><li>• switches</li><li>• lights</li></ul></li><li>• untested electrical equipment</li></ul></li><li>• fatigue</li><li>• fire</li><li>• gas</li><li>• heights</li><li>• inadequate lighting and ventilation</li><li>• infectious and zoonotic diseases, such as:<ul style="list-style-type: none"><li>• Q fever</li><li>• scabies</li></ul></li><li>• mobile equipment and vehicle hazards around plant and vehicles</li><li>• moving or unguarded parts of any equipment used in the removal, transfer and transport of waste and recyclable materials</li><li>• noise</li><li>• occupational violence and bullying</li><li>• poor personal hygiene practices</li><li>• spill, splash and spray</li><li>• release of substances with negative environmental impact</li><li>• synergistic chemical reactions, such as:<ul style="list-style-type: none"><li>• hazardous incompatibility</li><li>• reactivity</li></ul></li><li>• syringes or other sharps</li><li>• temperature extremes</li><li>• ultraviolet light</li><li>• unsafe manual-handling techniques, including awkward and repetitive postures</li><li>• unsafe underfoot conditions, such as slippery, uneven and rough surfaces</li><li>• work in unfamiliar isolated or remote environments.</li></ul> |
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| <p><b><i>Legislative requirements</i></b> may include:</p>  | <ul style="list-style-type: none"> <li>• Australian standards, quality assurance and certification requirements</li> <li>• award and enterprise agreements</li> <li>• industry advisory standards and codes, such as:             <ul style="list-style-type: none"> <li>• building codes</li> <li>• dangerous goods codes</li> </ul> </li> <li>• relevant commonwealth, state and territory legislation and local government regulations affecting company operation, including:             <ul style="list-style-type: none"> <li>• anti-discrimination and diversity policies</li> <li>• chemical controls</li> <li>• chemical registers and manifests</li> <li>• consumer protection</li> <li>• energy conservation</li> <li>• environmental protection</li> <li>• equal employment opportunity</li> <li>• freedom of information</li> <li>• industrial equipment certificates of competency or licences</li> <li>• industrial relations</li> <li>• OHS Acts and regulations</li> <li>• privacy</li> <li>• public health</li> <li>• trade practices</li> <li>• water conservation</li> <li>• workplace consultative arrangements.</li> </ul> </li> </ul> |
| <p><b><i>Occupational health and safety</i></b> (also known as workplace health and safety) <b><i>requirements</i></b> may relate to:</p> | <ul style="list-style-type: none"> <li>• allergic reactions, such as contact dermatitis</li> <li>• communication devices for remote and isolated locations, such as:             <ul style="list-style-type: none"> <li>• mobile phone</li> <li>• two-way radio</li> </ul> </li> <li>• dermatological control and prevention measures</li> <li>• emergency procedures for eye and skin contact, and inhalation and ingestion of toxic substances</li> <li>• hazard identification and risk assessment mechanisms</li> <li>• health surveillance and monitoring, such as regular blood testing</li> <li>• hierarchy of hazard control procedures</li> <li>• maintaining clear access</li> <li>• national and industry standards and codes of practice</li> <li>• OHS control procedures, such as:             <ul style="list-style-type: none"> <li>• health and safety plans</li> <li>• job plans</li> </ul> </li> </ul>   |

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|   | <ul style="list-style-type: none"> <li>• job safety analyses</li> <li>• risk assessments</li> <li>• safe operating practices and procedures</li> <li>• safe system of work statements</li> <li>• safe work instructions</li> <li>• work method statements</li> <li>• reporting injury and dangerous occurrences</li> <li>• routes of entry and potential symptoms of exposure to chemicals</li> <li>• safe work practices for equipment, PPE and chemical storage, including interpretation of:             <ul style="list-style-type: none"> <li>• MSDS</li> <li>• hazardous substance information, such as long latency periods</li> </ul> </li> <li>• safety training, induction and refresher training</li> <li>• selection and use of PPE and clothing appropriate to the hazard</li> <li>• ultraviolet light</li> <li>• up-to-date electrical test and tag compliance</li> <li>• use of chemicals according to MSDS</li> <li>• use of residual current devices</li> <li>• use, storage and maintenance of equipment according to manufacturer specifications and equipment operating manuals.</li> </ul> |
| <p><b><i>Personal protective equipment</i></b> may include:</p> | <ul style="list-style-type: none"> <li>• ear muffs and plugs</li> <li>• gloves, such as non-permeable</li> <li>• goggles</li> <li>• high-visibility vests and clothing</li> <li>• overalls and other protective clothing</li> <li>• respirators</li> <li>• safety glasses</li> <li>• safety shoes</li> <li>• splash-proof face masks</li> <li>• sun protection</li> <li>• tongs</li> <li>• ultraviolet protection</li> <li>• wet-work clothing.</li> </ul>  |
| <p><b><i>Manufacturer specifications</i></b> may include:</p>   | <ul style="list-style-type: none"> <li>• equipment operating manuals</li> <li>• instructional guides</li> <li>• MSDS</li> <li>• other resources supplied by the manufacturer, such as:             <ul style="list-style-type: none"> <li>• laminated cards</li> <li>• notices</li> <li>• wall posters</li> </ul> </li> </ul>   |

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|                                       | <ul style="list-style-type: none"> <li>• product labels</li> <li>• safety instructions pre-printed on equipment.</li> </ul>   |
| <b>Equipment</b> may include:         | <ul style="list-style-type: none"> <li>• bin liners</li> <li>• cleaning cloths</li> <li>• damp wiping kits</li> <li>• long-handled dustpans and brooms</li> <li>• nylon pads</li> <li>• pick-up trolleys</li> <li>• scrubbing brushes</li> <li>• spray bottles</li> <li>• wheelie bins (mobile garbage bins).</li> </ul>  |
| <b>Chemicals</b> may include:         | <ul style="list-style-type: none"> <li>• acid cleaners</li> <li>• alkaline cleaners</li> <li>• low environmental-impact chemicals</li> <li>• neutral cleaners</li> <li>• solvent cleaners.</li> </ul>   |
| <b>Waste carriers</b> may include:    | <ul style="list-style-type: none"> <li>• garbage bags</li> <li>• sharps containers</li> <li>• trolleys</li> <li>• wheelie bins.</li> </ul>  |
| <b>Rubbish bins</b> may include:      | <ul style="list-style-type: none"> <li>• bio-hazard bags and bins</li> <li>• contaminated waste bins</li> <li>• general purpose bins</li> <li>• needle hazard disposal units</li> <li>• radioactive waste bins</li> <li>• recycle bins</li> <li>• rest room bins</li> <li>• wet rubbish bins.</li> </ul>  |
| <b>Work restrictions</b> may include: | <ul style="list-style-type: none"> <li>• amount of cleaning anticipated</li> <li>• client activity</li> <li>• employee level of literacy and communication skills</li> <li>• faulty or inappropriate equipment</li> <li>• site accessibility</li> <li>• site hazards</li> <li>• skills of work unit or team</li> <li>• staffing resources</li> <li>• time limitations.</li> </ul> |
| <b>Disposal units</b> may include:    | <ul style="list-style-type: none"> <li>• compactors</li> <li>• dumpmasters</li> <li>• large waste bins</li> <li>• open trucks</li> </ul>  |

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|  | <ul style="list-style-type: none"> <li>• wheelie bins.</li> </ul>  |
| <i>Cleaning techniques</i> may include:        | <ul style="list-style-type: none"> <li>• external cleaning, such as waste disposal units</li> <li>• full cleaning</li> <li>• spot cleaning</li> <li>• sweeping.</li> </ul>   |
| <i>Environmental requirements</i> may include: | <ul style="list-style-type: none"> <li>• clean-up, containment and isolation</li> <li>• company policies and guidelines</li> <li>• emergency chemical spill control measures</li> <li>• environmental protection agency and requirements of government departments, such as: <ul style="list-style-type: none"> <li>• agriculture</li> <li>• emergency services</li> </ul> </li> <li>• hazardous materials handling</li> <li>• local government regulations and by-laws</li> <li>• low-energy cleaning methods</li> <li>• low environmental-impact chemicals</li> <li>• low-moisture cleaning methods</li> <li>• low water-use equipment and water-efficient cleaning methods</li> <li>• non-chemical cleaning methods.</li> </ul> |

## Unit Sector(s)

Cleaning operations

## Custom Content Section

Not applicable.

## CPPCLO2035A Maintain cleaning storage areas

### Modification History

Revised unit

Unit updated and equivalent to PRMCL35B Maintain a cleaning storage area

### Unit Descriptor

This unit of competency specifies the outcomes required to maintain cleaning equipment and consumable storage areas, which may be a vehicle or premises. The movement and control of equipment, chemicals and consumables used in the provision of cleaning services are also addressed.

The unit requires the ability to maintain and operate a safe and efficient cleaning storage area according to legislative requirements. Maintaining the storage area requires the ability to follow established procedures, understand issues associated with storing and using chemicals, and adhere to legislative and public health and safety requirements.

### Application of the Unit

This unit of competency supports employees without managerial or supervisory responsibilities. The unit applies to persons whose major function is cleaning, not storekeeping.

### Licensing/Regulatory Information

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

### Pre-Requisites

Not applicable.

### Employability Skills Information

This unit contains employability skills.

### Elements and Performance Criteria Pre-Content

Elements describe the      Performance criteria describe the performance needed to

essential outcomes of a unit of competency.

demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

## Elements and Performance Criteria

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| 1 | Maintain storage area | 1.1 | <i>Storage area</i> is secured from unauthorised access according to <i>legislative, occupational health and safety</i> (OHS) and <i>company requirements</i> .   |
|   |                       | 1.2 | <i>Hazards</i> are identified and risks are controlled in storage area according to legislative, OHS and company requirements.  |
|   |                       | 1.3 | <i>Safety warnings</i> are prominently displayed and <i>safety information</i> is made accessible according to legislative, OHS and company requirements.   |
|   |                       | 1.4 | <i>Equipment</i> is stored, maintained and checked to enable ready access and re-use according to <i>manufacturer specifications</i> and legislative, OHS and company requirements.                     |
|   |                       | 1.5 | <i>Chemicals</i> and <i>consumables</i> are stored according to manufacturer specifications and legislative, OHS and company requirements.  |
|   |                       | 1.6 | <i>Personal protective equipment</i> (PPE) is cleaned, safety-checked and stored, and maintenance requirements are recorded according to manufacturer specifications, and OHS and company requirements. |
|   |                       | 1.7 | <i>Work site communication devices</i> and documents are reviewed and responded to according to company requirements.   |
|   |                       | 1.8 | Collected <i>waste</i> is disposed of according to <i>work order</i> , manufacturer specifications and legislative, OHS, company and <i>environmental requirements</i> .                                |
|   |                       | 1.9 | Storage area is made accessible and free of obstacles according to practical restrictions of site or vehicle, and according to OHS and company requirements.  |

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| 2 | Control and maintain stocks of equipment and chemicals | <p>2.1 Inventory system of equipment, PPE, chemicals and consumables with maximum and minimum holding levels is operated and maintained according to legislative and company requirements.</p> <p>2.2 Usage patterns are monitored and chemicals and consumables are re-ordered to maintain required levels according to company requirements.</p> <p>2.3 Labelling system of containers is maintained according to manufacturer specifications and legislative, OHS and company requirements.</p> <p>2.4 Chemicals and consumables are issued on a first-in first-out basis according to company requirements.</p> <p>2.5 Chemicals are prepared according to manufacturer specifications and legislative, OHS and company requirements.</p> <p>2.6 Obsolete equipment, chemicals and waste are collected and disposed of according to manufacturer specifications and environmental, legislative, OHS and company requirements.</p> |
| 3 | Respond to emergency situations                        | <p>3.1 Spillages and emergency situations are responded to with <b><i>emergency response procedures</i></b> according to environmental, legislative, OHS and company requirements.</p> <p>3.2 <b><i>Regulatory and company documentation</i></b> is prepared according to environmental, legislative, OHS and company requirements.</p>   |

## Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

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| <b>Required skills</b>   |
| <p>interpersonal skills to relate to people from a range of backgrounds</p> <ul style="list-style-type: none"> <li>• language, literacy and numeracy skills to:</li> </ul> |

- communicate clearly and concisely verbally and in writing
- perform mathematical calculations required for diluting and mixing chemicals as specified on product labels
- read and interpret directions and safety instructions, including:
  - chemical labels
  - equipment manuals
  - material safety data sheets (MSDS)
- request advice or further information
- seek and receive feedback
- source, organise and record information
- planning and organising skills to:
  - control stock
  - sequence tasks
- problem-solving skills to manage contingencies
- skills to work safely when:
  - handling and disposing of chemicals
  - handling and disposing of contaminated and toxic waste
  - identifying hazards and controlling risks
  - manual handling
- self-management skills to work alone and in a team

### **Required knowledge**

- company management structure and procedures, including:
  - biological and viral control
  - emergency response and evacuation procedures
  - environmental protection procedures
  - injury, dangerous occurrence and incident reporting
  - OHS procedures
  - quality systems
- documentation requirements
- hazards and risks of storing, preparing, using and disposing of chemicals
- legislation, regulations, codes of practice and industry advisory standards that apply to maintaining cleaning storage areas, including OHS legislation
- product knowledge, including manufacturer specifications for equipment and chemicals being used
- routes of entry and potential symptoms of exposure to chemicals
- safe work practices for using:
  - chemicals
  - equipment, including PPE



## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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| Overview of assessment   | This unit of competency could be assessed by observing at least two practical demonstrations of maintaining cleaning storage areas.   |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | <p>A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit.</p> <p>In particular the person should demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• comply with company, legislative and regulatory requirements</li> <li>• maintain a secure and accessible storage area</li> <li>• use emergency response procedures</li> <li>• use good storage and housekeeping practices, particularly those relating to labelling and security of chemicals</li> <li>• use systematic stock control records.</li> </ul>                      |
| Context of and specific resources for assessment   | <p>Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements.</p> <p>Resource implications for assessment include access to:</p> <ul style="list-style-type: none"> <li>• suitable venue, including stores and store records</li> <li>• suitable equipment and chemicals</li> <li>• PPE</li> <li>• equipment operating manuals and MSDS</li> <li>• work order instructions, work plans and schedules</li> <li>• assessment instruments, including personal planner and assessment record book.</li> </ul>                            |
| Method of assessment   | <p>Assessment methods must:</p> <ul style="list-style-type: none"> <li>• satisfy the endorsed Assessment Guidelines of the Property Services Training Package</li> <li>• include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application</li> <li>• reinforce the integration of employability skills with workplace tasks and job roles</li> <li>• confirm that competency is verified and able to be transferred to other circumstances and environments.</li> </ul> |
| Guidance information for   | Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to   |

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| assessment | <p>modified equipment and other physical resources, and the provision of appropriate assessment support.</p> <p>Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.</p> <p>This unit could be assessed on its own or in combination with other units relevant to the job function, such as:</p> <ul style="list-style-type: none"> <li>• CPPCLO2033A Plan for safe and efficient cleaning activities</li> <li>• CPPCMN2002A Participate in workplace safety arrangements.</li> </ul> |
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## Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

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| <p><b><i>Storage area</i></b> may be a vehicle, room, storage cupboard or other secure area separate from normal client functions and may include:</p> | <ul style="list-style-type: none"> <li>• chemical cupboards</li> <li>• clothes racks</li> <li>• desks</li> <li>• equipment storage bays</li> <li>• in-built vehicular storage arrangement to keep consumables and equipment secure during transport</li> <li>• slop sinks.</li> </ul>   |
| <p><b><i>Legislative requirements</i></b> may include:</p>   | <ul style="list-style-type: none"> <li>• Australian standards, quality assurance and certification requirements</li> <li>• award and enterprise agreements</li> <li>• industry advisory standards and codes, such as:             <ul style="list-style-type: none"> <li>• building codes</li> <li>• dangerous goods codes</li> </ul> </li> <li>• relevant commonwealth, state and territory legislation and local government regulations affecting company operation, including:             <ul style="list-style-type: none"> <li>• anti-discrimination and diversity policies</li> <li>• chemical controls</li> <li>• chemical registers and manifests</li> <li>• consumer protection</li> <li>• energy conservation</li> <li>• environmental protection</li> <li>• equal employment opportunity</li> <li>• freedom of information</li> </ul> </li> </ul> |

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|   | <ul style="list-style-type: none"> <li>• industrial equipment certificates of competency or licences</li> <li>• industrial relations</li> <li>• OHS Acts and regulations</li> <li>• privacy</li> <li>• public health</li> <li>• trade practices</li> <li>• water conservation</li> <li>• workplace consultative arrangements.</li> </ul>   |
| <p><b><i>Occupational health and safety (also known as workplace health and safety) requirements</i></b> may relate to:</p> | <ul style="list-style-type: none"> <li>• allergic reactions, such as contact dermatitis</li> <li>• communication devices for remote and isolated locations, such as: <ul style="list-style-type: none"> <li>• mobile phone</li> <li>• two-way radio</li> </ul> </li> <li>• dermatological control and prevention measures</li> <li>• emergency procedures for eye and skin contact, and inhalation and ingestion of toxic substances</li> <li>• hazard identification and risk assessment mechanisms</li> <li>• health surveillance and monitoring, such as regular blood testing</li> <li>• hierarchy of hazard control procedures</li> <li>• maintaining clear access</li> <li>• national and industry standards and codes of practice</li> <li>• OHS control procedures, such as: <ul style="list-style-type: none"> <li>• health and safety plans</li> <li>• job plans</li> <li>• job safety analyses</li> <li>• risk assessments</li> <li>• safe operating practices and procedures</li> <li>• safe system of work statements</li> <li>• safe work instructions</li> <li>• work method statements</li> </ul> </li> <li>• reporting injury and dangerous occurrences</li> <li>• routes of entry and potential symptoms of exposure to chemicals</li> <li>• safe work practices for equipment, PPE and chemical storage, including interpretation of: <ul style="list-style-type: none"> <li>• MSDS</li> <li>• hazardous substance information, such as long latency periods</li> </ul> </li> <li>• safety training, induction and refresher training</li> <li>• selection and use of PPE and clothing appropriate to the hazard</li> <li>• ultraviolet light</li> <li>• up-to-date electrical test and tag compliance</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>• use of chemicals according to MSDS</li> <li>• use of residual current devices</li> <li>• use, storage and maintenance of equipment according to manufacturer specifications and equipment operating manuals.</li> </ul>  |
| <b>Company requirements</b> may include: | <ul style="list-style-type: none"> <li>• business and performance plans</li> <li>• client communication procedures</li> <li>• client confidentiality procedures</li> <li>• client service standards</li> <li>• communication channels and reporting procedures</li> <li>• company goals, objectives, plans, systems and processes</li> <li>• company issued identification badges, cards or passes</li> <li>• company policies and procedures, including: <ul style="list-style-type: none"> <li>• access and equity policy, principles and practice</li> <li>• OHS policies and procedures, including control procedures</li> <li>• maintenance procedures for equipment and PPE</li> <li>• those relating to own role, responsibility and delegation</li> <li>• work site access security clearance procedures</li> </ul> </li> <li>• company service standards</li> <li>• dress and presentation requirements</li> <li>• duty of care, code of conduct, and code of ethics</li> <li>• emergency response and evacuation procedures</li> <li>• employer and employee rights and responsibilities</li> <li>• environmental protection procedures</li> <li>• personnel practices and guidelines</li> <li>• quality and continuous improvement processes and standards</li> <li>• records and information systems and processes</li> <li>• training materials (induction, refresher and new skills)</li> <li>• using contractors.</li> </ul> |
| <b>Hazards</b> may include:              | <ul style="list-style-type: none"> <li>• allergic reactions to chemicals or equipment, including latex allergies</li> <li>• biological and animal waste</li> <li>• bites and stings</li> <li>• blood and blood-stained products</li> <li>• confined or restricted spaces</li> <li>• contaminated clothing, materials or equipment</li> <li>• damaged or inappropriate equipment</li> <li>• dust and fibres</li> <li>• electrical hazards arising from: <ul style="list-style-type: none"> <li>• cables</li> <li>• electrical fittings: <ul style="list-style-type: none"> <li>• switches</li> </ul> </li> </ul> </li> </ul>   |

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|   | <ul style="list-style-type: none"> <li>• lights</li> <li>• untested electrical equipment</li> <li>• fatigue</li> <li>• fire</li> <li>• gas</li> <li>• heights</li> <li>• inadequate lighting and ventilation</li> <li>• infectious and zoonotic diseases, such as: <ul style="list-style-type: none"> <li>• Q fever</li> <li>• scabies</li> </ul> </li> <li>• mobile equipment and vehicle hazards around plant and vehicles</li> <li>• moving or unguarded parts</li> <li>• noise</li> <li>• occupational violence and bullying</li> <li>• poor personal hygiene practices</li> <li>• spill, splash and spray</li> <li>• release of substances with negative environmental impact</li> <li>• synergistic chemical reactions, such as: <ul style="list-style-type: none"> <li>• hazardous incompatibility</li> <li>• reactivity</li> </ul> </li> <li>• syringes or other sharps</li> <li>• temperature extremes</li> <li>• ultraviolet light</li> <li>• unsafe manual-handling techniques, including awkward and repetitive postures</li> <li>• unsafe underfoot conditions, such as slippery, uneven and rough surfaces</li> <li>• work in unfamiliar isolated or remote environments.</li> </ul> |
| <p><i>Safety warnings</i> may include:</p>    | <ul style="list-style-type: none"> <li>• charts and posters</li> <li>• instructions</li> <li>• labels</li> <li>• signs and placards</li> <li>• symbols.</li> </ul>   |
| <p><i>Safety information</i> may include:</p> | <ul style="list-style-type: none"> <li>• chemical co-location, separation and segregation arrangements</li> <li>• chemical manifests</li> <li>• chemical registers</li> <li>• colour codes</li> <li>• company policies and procedures</li> <li>• labels</li> <li>• manufacturer specifications</li> <li>• manufacturer instructions</li> </ul>   |

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|   | <ul style="list-style-type: none"> <li>• MSDS</li> <li>• OHS information</li> <li>• operation manuals.</li> </ul>  |
| <i>Equipment</i> may include:                   | <ul style="list-style-type: none"> <li>• access equipment, such as ladders</li> <li>• bins</li> <li>• brooms</li> <li>• buckets</li> <li>• buffers</li> <li>• cleaning trolleys</li> <li>• cloths</li> <li>• cobwebbers</li> <li>• doodle bag holders</li> <li>• drop sheets</li> <li>• drying equipment</li> <li>• dust pans and brushes</li> <li>• dusters</li> <li>• extension poles</li> <li>• extraction units, wands and hand tools</li> <li>• hoses</li> <li>• microfibre products</li> <li>• mops</li> <li>• polishers</li> <li>• pressure-washing equipment and attachments</li> <li>• scouring pads</li> <li>• scrapers</li> <li>• scrubbers</li> <li>• sponges</li> <li>• spray bottles</li> <li>• squeegees</li> <li>• steam cleaners</li> <li>• sweepers</li> <li>• vacuum cleaners and attachments</li> <li>• window cleaning equipment</li> <li>• work site communication devices.</li> </ul> |
| <i>Manufacturer specifications</i> may include: | <ul style="list-style-type: none"> <li>• equipment operating manuals</li> <li>• instructional guides</li> <li>• MSDS</li> <li>• other resources supplied by the manufacturer, such as: <ul style="list-style-type: none"> <li>• laminated cards</li> <li>• notices</li> <li>• wall posters</li> </ul> </li> </ul>  |

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|   | <ul style="list-style-type: none"> <li>• product labels</li> <li>• safety instructions pre-printed on equipment.</li> </ul>  |
| <b>Chemicals</b> may include:                           | <ul style="list-style-type: none"> <li>• acid cleaners</li> <li>• alkaline cleaners</li> <li>• low environmental-impact chemicals</li> <li>• neutral cleaners</li> <li>• solvent cleaners.</li> </ul>  |
| <b>Consumables</b> may include:                         | <ul style="list-style-type: none"> <li>• air fresheners</li> <li>• hand towels</li> <li>• liner bags</li> <li>• soap</li> <li>• toilet paper.</li> </ul>   |
| <b>Personal protective equipment</b> may include:       | <ul style="list-style-type: none"> <li>• ear muffs and plugs</li> <li>• gloves, such as non-permeable</li> <li>• goggles</li> <li>• high-visibility vests and clothing</li> <li>• overalls and other protective clothing</li> <li>• respirators</li> <li>• safety glasses</li> <li>• safety harnesses</li> <li>• safety shoes</li> <li>• splash-proof face masks</li> <li>• sun protection</li> <li>• tongs</li> <li>• ultraviolet protection</li> <li>• wet-work clothing.</li> </ul> |
| <b>Work site communication devices</b> may include:     | <ul style="list-style-type: none"> <li>• communication books</li> <li>• noticeboards</li> <li>• telephones and two-way radios</li> <li>• whiteboards.</li> </ul>   |
| <b>Waste</b> may be either solid or liquid and include: | <ul style="list-style-type: none"> <li>• chemicals past expiry date</li> <li>• obsolete equipment</li> <li>• machine or vehicle exhaust emissions</li> <li>• packaging</li> <li>• used containers</li> <li>• used or contaminated PPE</li> <li>• used or unused chemicals.</li> </ul>  |
| <b>Work order information</b> may include:              | <ul style="list-style-type: none"> <li>• access to work site, including: <ul style="list-style-type: none"> <li>• access and egress points</li> <li>• timing of access</li> </ul> </li> <li>• budget allocations</li> </ul>  |

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|  | <ul style="list-style-type: none"> <li>• completion times and dates</li> <li>• human resource requirements to complete the work tasks</li> <li>• job requirements and tasks</li> <li>• legislative and local government requirements</li> <li>• OHS requirements and emergency response procedures</li> <li>• requirements for working in isolated and remote locations</li> <li>• resource requirements, such as equipment and materials</li> <li>• specific client requirements, such as: <ul style="list-style-type: none"> <li>• dress and presentation requirements</li> <li>• relationships with other activities</li> </ul> </li> <li>• use of signage and barriers</li> <li>• work schedules</li> <li>• work site contact persons</li> <li>• work site requirements for specific industries, such as: <ul style="list-style-type: none"> <li>• hospitals and medical centres</li> <li>• nursing homes</li> <li>• retail food courts</li> <li>• schools</li> <li>• tourism and hospitality.</li> </ul> </li> </ul> |
| <p><b><i>Environmental requirements</i></b> may include:</p> | <ul style="list-style-type: none"> <li>• clean-up, containment and isolation</li> <li>• company policies and guidelines</li> <li>• emergency chemical spill control measures</li> <li>• environmental protection agency and requirements of government departments, such as: <ul style="list-style-type: none"> <li>• agriculture</li> <li>• emergency services</li> </ul> </li> <li>• hazardous materials handling</li> <li>• local government regulations and by-laws</li> <li>• low-energy cleaning methods</li> <li>• low environmental-impact chemicals</li> <li>• low-moisture cleaning methods</li> <li>• low water-use equipment and water-efficient cleaning methods</li> <li>• non-chemical cleaning methods.</li> </ul>  |
| <p><b><i>Emergency response procedures</i></b> include:</p>  | <ul style="list-style-type: none"> <li>• applying first aid</li> <li>• clean-up, containment and isolation</li> <li>• decontamination</li> <li>• documenting emergency response and evacuation procedures</li> <li>• evacuating work site or workplace</li> <li>• notifying authorities</li> <li>• using firefighting appliances</li> <li>• using PPE.</li> </ul>   |



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| <b><i>Regulatory and company documentation</i></b> may include: | <ul style="list-style-type: none"><li>• accident and incident reports</li><li>• certificates and notices</li><li>• customer files and databases</li><li>• invoices</li><li>• job sheets</li><li>• OHS control procedures, forms and documentation</li><li>• risk assessments.</li></ul> |
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## **Unit Sector(s)**

Cleaning operations

## **Custom Content Section**

Not applicable.

## CPPCLO3013A Clean window coverings

### Modification History

Revised unit

Unit updated and equivalent to PRMCL13B Clean window coverings

### Unit Descriptor

This unit of competency specifies the outcomes required to clean a range of window coverings to remove dirt and grime. The unit requires the ability to assess the extent of the cleaning task through understanding client requirements and the type of window coverings and fixtures, and applying company policies and procedures. Selecting the appropriate equipment, chemicals and methods is essential to performing the task safely and efficiently.

### Application of the Unit

This unit of competency supports employees without managerial or supervisory responsibilities. Performance would usually be carried out under routine supervision and within company guidelines. Where ladders are being used, the work is usually done in pairs.

### Licensing/Regulatory Information

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

### Pre-Requisites

Not applicable.

### Employability Skills Information

This unit contains employability skills.

### Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of

performance is to be consistent with the evidence guide.

## Elements and Performance Criteria

- |   |                                 |     |  |
|---|---------------------------------|-----|--|
| 1 | Assess items to be cleaned.     | 1.1 | <b>Window coverings and fixtures</b> to be cleaned are assessed, <b>work order</b> is reviewed according to <b>company requirements</b> , and issues are clarified with <b>appropriate persons</b> . |
|   |                                 | 1.2 | <b>Hazards</b> are identified and risks controlled in work site according to <b>legislative, occupational health and safety (OHS)</b> and company <b>requirements</b> .                              |
|   |                                 | 1.3 | Type of window coverings and fixture method are identified by observation according to work order and company requirements.  |
|   |                                 | 1.4 | <b>Soil type</b> is identified by observation according to work order and company requirements.  |
|   |                                 | 1.5 | Size and usage pattern of work site are determined to ensure safety of <b>personnel</b> and efficient use of <b>equipment</b> and <b>chemicals</b> .   |
|   |                                 | 1.6 | Pre-existing damage is identified and reported to appropriate persons according to company requirements.   |
| 2 | Select equipment and chemicals. | 2.1 | <b>Personal protective equipment (PPE)</b> is selected and used according to <b>manufacturer specifications</b> , and OHS and company requirements.  |
|   |                                 | 2.2 | Equipment and chemicals are selected for work order according to OHS and company requirements.   |
|   |                                 | 2.3 | Operational effectiveness of equipment is checked according to manufacturer specifications and company requirements.   |
|   |                                 | 2.4 | Equipment is adjusted to suit operator's requirements according to manufacturer specifications and OHS requirements.   |
|   |                                 | 2.5 | Chemicals are prepared according to manufacturer specifications, and OHS and company requirements.   |

- 3 Prepare for cleaning.
  - 3.1 Hazards in work site are confirmed and risks controlled and reassessed according to legislative, OHS and company requirements.
  - 3.2 Locations of washing and drying sites are selected according to work order and legislative, OHS and company requirements.
  - 3.3 **Signage and barriers** are installed as required according to work order, and OHS and company requirements.
  - 3.4 Window coverings and fixtures are removed according to work order, and OHS and company requirements.
  - 3.5 Window coverings and loose fittings are tagged to ensure correct refit according to work order and company requirements.
  - 3.6 **Work restrictions** affecting the completion of work order are identified and appropriate persons are notified.
  
- 4 Clean and refit window coverings.
  - 4.1 Window coverings are sorted according to washing method, work order and company requirements.
  - 4.2 Window coverings are washed and rinsed, and excess water is removed using equipment, PPE, chemicals and **cleaning techniques** and according to OHS requirements.
  - 4.3 Window coverings are dried according to work order and company requirements.
  - 4.4 Window coverings are checked and spot cleaned if necessary according to work order and company requirements.
  - 4.5 Window coverings are refitted and checked to be in working order according to work order, manufacturer specifications and OHS and company requirements.
  - 4.6 Work is performed according to work order, manufacturer specifications and legislative, OHS and company requirements.

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| 5 | Tidy work site.  | 5.1 | Wash area is cleaned according to work order and company requirements.  |
|   |  | 5.2 | Signage and barriers are removed according to work order, and OHS and company requirements.   |
|   |  | 5.3 | Collected soil and <i>waste</i> are disposed of according to client specifications, work order, manufacturer specifications and legislative, OHS, company and <i>environmental requirements</i> . |
| 6 | Clean and safety check equipment, and store equipment and chemicals. | 6.1 | Equipment and PPE are cleaned according to manufacturer specifications and environmental, OHS and company requirements.   |
|   |  | 6.2 | Equipment and PPE are safety checked according to manufacturer specifications and OHS requirements and required maintenance is recorded according to company requirements.                        |
|   |  | 6.3 | Equipment and PPE are stored and maintained to allow ready access according to manufacturer specifications, and OHS and company requirements.   |
|   |  | 6.4 | Chemicals are stored according to manufacturer specifications, and OHS and company requirements.  |

## Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

### Required skills

- correct working skills for:
  - identifying surface types and their suitability for either wet or dry cleaning
  - performing basic wash-down and full immersion wash
  - spot cleaning
- customer service skills to:
  - establish rapport with clients
  - gain clients' trust
  - identify client expectations
- interpersonal skills to relate to people from a range of backgrounds

- language, literacy and numeracy skills to:
  - communicate clearly and concisely verbally and in writing
  - perform mathematical calculations required for diluting and mixing chemicals as specified on product labels
  - read and interpret directions and safety instructions, including:
    - chemical labels
    - equipment manuals
    - material safety data sheets (MSDS)
  - request advice or further information
  - seek and receive feedback
  - source, organise and record information
- planning and organising skills to:
  - manage time
  - sequence tasks
- problem-solving skills to manage contingencies
- skills to work safely when:
  - handling and disposing of chemicals
  - handling and disposing of contaminated and toxic waste
  - identifying hazards and controlling risks
  - manual handling
- self-management skills to work alone and in a team

### **Required knowledge**

- cleaning chemicals and equipment and their application for surfaces of window coverings
- cleaning methods for window coverings
- company management structure and procedures, including:
  - biological and viral control
  - emergency response and evacuation procedures
  - environmental protection procedures
  - injury, dangerous occurrence and incident reporting
  - OHS procedures
  - quality systems
- legislation, regulations, codes of practice and industry advisory standards that apply to cleaning window coverings, including OHS legislation
- routes of entry and potential symptoms of exposure to chemicals
- safe work practices for using:
  - chemicals
  - equipment, including PPE
- types of window coverings and fixtures, their characteristics and methods of operation

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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| Overview of assessment   | This unit of competency could be assessed by observing practical demonstrations of cleaning window coverings involving at least two different surfaces and two different work site environments.  |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | <p>A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit.</p> <p>In particular the person should demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• identify type and characteristics of window coverings and fixtures</li> <li>• select cleaning equipment and chemicals</li> <li>• select safe and efficient cleaning methods</li> <li>• remove, clean and refit window coverings according to customer work order, and company and legislative requirements</li> <li>• achieve outcomes in relation to customer work order and company requirements.</li> </ul> |
| Context of and specific resources for assessment   | <p>Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements.</p> <p>Resource implications for assessment include access to:</p> <ul style="list-style-type: none"> <li>• suitable work site or venue with a range of window covering types</li> <li>• suitable equipment and chemicals</li> <li>• PPE</li> <li>• equipment operating manuals and MSDS</li> <li>• work order instructions, work plans and schedules, and policy documents</li> <li>• assessment instruments, including personal planner and assessment record book.</li> </ul>                       |
| Method of assessment   | <p>Assessment methods must:</p> <ul style="list-style-type: none"> <li>• satisfy the endorsed Assessment Guidelines of the Property Services Training Package</li> <li>• include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application</li> <li>• reinforce the integration of employability skills with workplace</li> </ul>  |

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|                                     | <p>tasks and job roles</p> <ul style="list-style-type: none"> <li>confirm that competency is verified and able to be transferred to other circumstances and environments.</li> </ul>   |
| Guidance information for assessment | <p>Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.</p> <p>Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.</p> <p>This unit could be assessed on its own or in combination with other units relevant to the job function.</p> |

## Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

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| <p><b><i>Window coverings and fixtures</i></b> can be made from cloth, metal, plastic, textile, vinyl or wood and include:</p> | <ul style="list-style-type: none"> <li>awnings</li> <li>coverings encompassing new technologies</li> <li>fixed pelmet systems</li> <li>flywire</li> <li>Holland blinds</li> <li>lined curtains</li> <li>Roman blinds</li> <li>security screens</li> <li>shutter systems</li> <li>unlined curtains</li> <li>Venetian blinds</li> <li>vertical blinds.</li> </ul> |
| <p><b><i>Work order</i></b> information may include:</p>   | <ul style="list-style-type: none"> <li>access to work site, including: <ul style="list-style-type: none"> <li>access and egress points</li> <li>timing of access</li> </ul> </li> <li>budget allocations</li> <li>completion times and dates</li> <li>human resource requirements to complete the work tasks</li> <li>job requirements and tasks</li> </ul>     |



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|  | <ul style="list-style-type: none"> <li>• legislative and local government requirements</li> <li>• OHS requirements and emergency response procedures</li> <li>• requirements for working in isolated and remote locations</li> <li>• resource requirements, such as equipment and materials</li> <li>• specific client requirements, such as:             <ul style="list-style-type: none"> <li>• dress and presentation requirements</li> <li>• relationships with other activities</li> </ul> </li> <li>• use of signage and barriers</li> <li>• work schedules</li> <li>• work site contact persons</li> <li>• work site requirements for specific industries, such as:             <ul style="list-style-type: none"> <li>• hospitals and medical centres</li> <li>• nursing homes</li> <li>• retail food courts</li> <li>• schools</li> <li>• tourism and hospitality.</li> </ul> </li> </ul>   |
| <p><b><i>Company requirements</i></b> may include:</p> | <ul style="list-style-type: none"> <li>• business and performance plans</li> <li>• client communication procedures</li> <li>• client confidentiality procedures</li> <li>• client service standards</li> <li>• communication channels and reporting procedures</li> <li>• company goals, objectives, plans, systems and processes</li> <li>• company issued identification badges, cards or passes</li> <li>• company policies and procedures, including:             <ul style="list-style-type: none"> <li>• access and equity policy, principles and practice</li> <li>• OHS policies and procedures, including control procedures</li> <li>• maintenance procedures for equipment and PPE</li> <li>• those relating to own role, responsibility and delegation</li> <li>• work site access security clearance procedures</li> </ul> </li> <li>• company service standards</li> <li>• dress and presentation requirements</li> <li>• duty of care, code of conduct, and code of ethics</li> <li>• emergency response and evacuation procedures</li> <li>• employer and employee rights and responsibilities</li> <li>• environmental protection procedures</li> <li>• personnel practices and guidelines</li> <li>• quality and continuous improvement processes and standards</li> <li>• records and information systems and processes</li> <li>• training materials (induction, refresher and new skills)</li> <li>• using contractors.</li> </ul> |
| <p><b><i>Appropriate persons</i></b> may</p>           | <ul style="list-style-type: none"> <li>• clients</li> </ul>   |

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| include:                    | <ul style="list-style-type: none"> <li>• colleagues</li> <li>• managers</li> <li>• persons in control of work sites</li> <li>• supervisors.</li> </ul>  |
| <b>Hazards</b> may include: | <ul style="list-style-type: none"> <li>• allergic reactions to chemicals or equipment, including latex allergies</li> <li>• biological and animal waste</li> <li>• bites and stings</li> <li>• blood and blood-stained products</li> <li>• confined or restricted spaces</li> <li>• contaminated clothing, materials or equipment</li> <li>• damaged or inappropriate equipment</li> <li>• dust and fibres</li> <li>• electrical hazards arising from: <ul style="list-style-type: none"> <li>• cables</li> <li>• electrical fittings: <ul style="list-style-type: none"> <li>• switches</li> <li>• lights</li> </ul> </li> <li>• untested electrical equipment</li> </ul> </li> <li>• fatigue</li> <li>• fire</li> <li>• gas</li> <li>• heights</li> <li>• inadequate lighting and ventilation</li> <li>• infectious and zoonotic diseases, such as: <ul style="list-style-type: none"> <li>• Q fever</li> <li>• scabies</li> </ul> </li> <li>• mobile equipment and vehicle hazards around plant</li> <li>• moving or unguarded parts</li> <li>• noise</li> <li>• occupational violence and bullying</li> <li>• poor personal hygiene practices</li> <li>• spill, splash and spray</li> <li>• release of substances with negative environmental impact</li> <li>• synergistic chemical reactions, such as: <ul style="list-style-type: none"> <li>• hazardous incompatibility</li> <li>• reactivity</li> </ul> </li> <li>• syringes or other sharps</li> <li>• temperature extremes</li> <li>• ultraviolet light</li> <li>• unsafe manual-handling techniques, including awkward and</li> </ul> |

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|   | <ul style="list-style-type: none"> <li>repetitive postures</li> <li>• unsafe underfoot conditions, such as slippery, uneven and rough surfaces</li> <li>• work in unfamiliar isolated or remote environments.</li> </ul>  |
| <p><b><i>Legislative requirements</i></b> may include:</p>  | <ul style="list-style-type: none"> <li>• Australian standards, quality assurance and certification requirements</li> <li>• award and enterprise agreements</li> <li>• industry advisory standards and codes, such as: <ul style="list-style-type: none"> <li>• building codes</li> <li>• dangerous goods codes</li> </ul> </li> <li>• relevant commonwealth, state and territory legislation and local government regulations affecting company operation, including: <ul style="list-style-type: none"> <li>• anti-discrimination and diversity policies</li> <li>• chemical controls</li> <li>• chemical registers and manifests</li> <li>• consumer protection</li> <li>• energy conservation</li> <li>• environmental protection</li> <li>• equal employment opportunity</li> <li>• freedom of information</li> <li>• industrial equipment certificates of competency or licences</li> <li>• industrial relations</li> <li>• OHS Acts and regulations</li> <li>• privacy</li> <li>• public health</li> <li>• trade practices</li> <li>• water conservation</li> <li>• workplace consultative arrangements.</li> </ul> </li> </ul> |
| <p><b><i>Occupational health and safety</i></b> (also known as workplace health and safety) <b><i>requirements</i></b> may relate to:</p> | <ul style="list-style-type: none"> <li>• allergic reactions, such as contact dermatitis</li> <li>• communication devices for remote and isolated locations, such as: <ul style="list-style-type: none"> <li>• mobile phone</li> <li>• two-way radio</li> </ul> </li> <li>• dermatological control and prevention measures</li> <li>• emergency procedures for eye and skin contact, and inhalation and ingestion of toxic substances</li> <li>• hazard identification and risk assessment mechanisms</li> <li>• health surveillance and monitoring, such as regular blood testing</li> <li>• hierarchy of hazard control procedures</li> <li>• maintaining clear access</li> <li>• national and industry standards and codes of practice</li> </ul>   |

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|                                | <ul style="list-style-type: none"> <li>• OHS control procedures, such as: <ul style="list-style-type: none"> <li>• health and safety plans</li> <li>• job plans</li> <li>• job safety analyses</li> <li>• risk assessments</li> <li>• safe operating practices and procedures</li> <li>• safe system of work statements</li> <li>• safe work instructions</li> <li>• work method statements</li> </ul> </li> <li>• reporting injury and dangerous occurrences</li> <li>• routes of entry and potential symptoms of exposure to chemicals</li> <li>• safe work practices for equipment, PPE and chemical storage, including interpretation of: <ul style="list-style-type: none"> <li>• MSDS</li> <li>• hazardous substance information, such as long latency periods</li> </ul> </li> <li>• safety training, induction and refresher training</li> <li>• selection and use of PPE and clothing appropriate to the hazard</li> <li>• ultraviolet light</li> <li>• up-to-date electrical test and tag compliance</li> <li>• use of chemicals according to MSDS</li> <li>• use of residual current devices</li> <li>• use, storage and maintenance of equipment according to manufacturer specifications and equipment operating manuals.</li> </ul> |
| <i>Soil types</i> may include: | <ul style="list-style-type: none"> <li>• adhered soil</li> <li>• cobwebs</li> <li>• dust</li> <li>• mould and mildew</li> <li>• nicotine stains</li> <li>• oil</li> <li>• paint</li> <li>• road grime.</li> </ul>   |
| <i>Personnel</i> may include:  | <ul style="list-style-type: none"> <li>• client's staff members</li> <li>• colleagues</li> <li>• general public</li> <li>• venue, facility, shopping centre staff and management.</li> </ul>  |
| <i>Equipment</i> may include:  | <ul style="list-style-type: none"> <li>• access equipment, including: <ul style="list-style-type: none"> <li>• A frame ladders</li> <li>• extension ladders</li> <li>• screwdrivers</li> </ul> </li> <li>• cleaning equipment, including:</li> </ul>  |

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|   | <ul style="list-style-type: none"> <li>• brushes</li> <li>• chamois</li> <li>• cleaning cloths</li> <li>• garbage bins</li> <li>• hoses</li> <li>• hot air dryers</li> <li>• microfibre products</li> <li>• pressure-washing equipment</li> <li>• scourers</li> <li>• soft brooms</li> <li>• water extraction machines.</li> </ul>   |
| <b>Chemicals</b> may include:                     | <ul style="list-style-type: none"> <li>• acid cleaners</li> <li>• alkaline cleaners</li> <li>• low environmental-impact chemicals</li> <li>• neutral cleaners</li> <li>• solvent cleaners.</li> </ul>  |
| <b>Personal protective equipment</b> may include: | <ul style="list-style-type: none"> <li>• ear muffs and plugs</li> <li>• gloves, such as non-permeable</li> <li>• goggles</li> <li>• high-visibility vests and clothing</li> <li>• overalls and other protective clothing</li> <li>• respirators</li> <li>• safety glasses</li> <li>• safety shoes</li> <li>• splash-proof face masks</li> <li>• sun protection</li> <li>• tongs</li> <li>• ultraviolet protection</li> <li>• wet-work clothing.</li> </ul> |
| <b>Manufacturer specifications</b> may include:   | <ul style="list-style-type: none"> <li>• equipment operating manuals</li> <li>• instructional guides</li> <li>• MSDS</li> <li>• other resources supplied by the manufacturer, such as: <ul style="list-style-type: none"> <li>• laminated cards</li> <li>• notices</li> <li>• wall posters</li> </ul> </li> <li>• product labels</li> <li>• safety instructions pre-printed on equipment.</li> </ul>   |
| <b>Signage and barriers</b> may include:          | <ul style="list-style-type: none"> <li>• physical barriers and restraints erected to restrict access to a site</li> <li>• signs complying with legislative requirements and Australian</li> </ul>  |

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|   | <p>standards warning of danger or adverse conditions, including:</p> <ul style="list-style-type: none"> <li>• cleaning in progress</li> <li>• hazardous chemicals in use or present in work area.</li> </ul>   |
| <b>Work restrictions</b> may include:                   | <ul style="list-style-type: none"> <li>• amount of cleaning anticipated</li> <li>• client activity</li> <li>• employee level of literacy and communication skills</li> <li>• faulty or inappropriate equipment</li> <li>• site accessibility</li> <li>• site hazards</li> <li>• skills of work unit or team</li> <li>• staffing resources</li> <li>• time limitations.</li> </ul>  |
| <b>Cleaning techniques</b> may include:                 | <ul style="list-style-type: none"> <li>• air blowing</li> <li>• dusting</li> <li>• low-water cleaning methods, such as using microfibre cleaning products</li> <li>• pressure washing</li> <li>• rinsing</li> <li>• scrubbing</li> <li>• spot cleaning</li> <li>• water extraction</li> <li>• wiping.</li> </ul>   |
| <b>Waste</b> may be either solid or liquid and include: | <ul style="list-style-type: none"> <li>• chemicals past expiry date</li> <li>• obsolete equipment</li> <li>• packaging</li> <li>• used containers</li> <li>• used or contaminated PPE</li> <li>• used or unused chemicals.</li> </ul>  |
| <b>Environmental requirements</b> may include:          | <ul style="list-style-type: none"> <li>• clean-up, containment and isolation</li> <li>• company policies and guidelines</li> <li>• emergency chemical spill control measures</li> <li>• environmental protection agency and requirements of government departments, such as: <ul style="list-style-type: none"> <li>• agriculture</li> <li>• emergency services</li> </ul> </li> <li>• hazardous materials handling</li> <li>• local government regulations and by-laws</li> <li>• low-energy cleaning methods</li> <li>• low environmental-impact chemicals</li> <li>• low-moisture cleaning methods</li> <li>• low water-use equipment and water-efficient cleaning methods</li> </ul> |

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|  | <ul style="list-style-type: none"><li>• non-chemical cleaning methods.</li></ul> |
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## Unit Sector(s)

Cleaning operations

## Custom Content Section

Not applicable.

## CPPCLO3016A Wash furniture and fittings

### Modification History

Revised unit

Unit updated and equivalent to PRMCL16B Wash furniture and fittings

### Unit Descriptor

This unit of competency specifies the outcomes required to wash furniture and fittings. This function is usually part of client specifications for periodic rather than routine cleaning and covers a range of surface types and cleaning methods.

### Application of the Unit

This unit of competency supports employees without managerial or supervisory responsibilities. Performance would usually be carried out under routine supervision and within company guidelines.

### Licensing/Regulatory Information

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

### Pre-Requisites

Not applicable.

### Employability Skills Information

This unit contains employability skills.

### Elements and Performance Criteria Pre-Content

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| <p>Elements describe the essential outcomes of a unit of competency.</p> | <p>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.</p> |
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## Elements and Performance Criteria

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| 1 | Assess furniture and fittings to be cleaned. | 1.1 | <i>Furniture and fittings</i> are assessed, <i>work order</i> is reviewed according to <i>company requirements</i> , and issues are clarified with <i>appropriate persons</i> . |
|   |  | 1.2 | <i>Hazards</i> are identified and risks controlled in work site according to <i>legislative, occupational health and safety</i> (OHS) and company <i>requirements</i> .         |
|   |  | 1.3 | Type and condition of furniture and fittings are identified by observation according to work order and company requirements.  |
|   |  | 1.4 | <i>Soil type</i> is identified by observation according to work order and company requirements.   |
|   |  | 1.5 | <i>Cleaning techniques</i> are selected according to work order and company requirements.   |
|   |  | 1.6 | Size and usage pattern of work site are determined to ensure safety of <i>personnel</i> and efficient use of <i>equipment</i> and <i>chemicals</i> .                            |
|   |  | 1.7 | Pre-existing damage is identified and reported to appropriate persons according to company requirements.  |
| 2 | Select equipment and chemicals.              | 2.1 | <i>Personal protective equipment</i> (PPE) is selected and used according to <i>manufacturer specifications</i> , and OHS and company requirements.                             |
|   |  | 2.2 | Equipment and chemicals are selected for work order according to OHS and company requirements.  |
|   |  | 2.3 | Operational effectiveness of equipment is checked according to manufacturer specifications and company requirements.  |
|   |  | 2.4 | Equipment is adjusted to suit operator's requirements according to manufacturer specifications and OHS requirements.  |
|   |  | 2.5 | Chemicals are prepared according to manufacturer specifications, and OHS and company requirements.  |

- 3 Prepare work site.
- 3.1 Hazards in work site are confirmed and risks are controlled and reassessed according to legislative, OHS and company requirements.
- 3.2 **Signage and barriers** are installed as required to maximise public safety during cleaning operation according to **work order, and OHS and company requirements**.
- 3.3 Furniture and fittings that impede cleaning operation are moved according to work order, and OHS and company requirements.
- 3.4 Floor, furniture and fittings are covered by drop sheets as necessary according to work order and company requirements.
- 3.5 **Work restrictions** affecting completion of work order are identified and appropriate persons are notified.
- 4 Clean furniture and fittings.
- 4.1 Soil is removed from **surfaces**, and furniture and fittings are washed using equipment, PPE, chemicals and cleaning techniques.
- 4.2 Work area is restored according to work order and company requirements.
- 4.3 Work is performed according to work order, manufacturer specifications and legislative, OHS and company requirements.
- 5 Tidy work site.
- 5.1 Collected soil and **waste** are disposed of according to client specifications, work order, manufacturer specifications and legislative, OHS, company and **environmental requirements**.
- 5.2 Furniture and fittings are replaced according to client requests, work order and OHS requirements.
- 5.3 Signage and barriers are removed according to work order, and OHS and company requirements.
- 6 Clean and safety check equipment,
- 6.1 Equipment and PPE are cleaned according to manufacturer specifications and environmental, OHS

- and store equipment and chemicals.
- 6.2 Equipment and PPE are safety checked according to manufacturer specifications and OHS requirements and required maintenance is recorded according to company requirements.
- 6.3 Equipment and PPE are stored and maintained to allow ready access according to manufacturer specifications, and OHS and company requirements.
- 6.4 Chemicals are stored according to manufacturer specifications, and OHS and company requirements.

## Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

### Required skills

- analytical skills to:
  - identify soil and stains
  - identify surface types
- customer service skills to:
  - establish rapport with clients
  - gain clients' trust
  - identify client expectations
- interpersonal skills to relate to people from a range of backgrounds
- language, literacy and numeracy skills to:
  - communicate clearly and concisely verbally and in writing
  - perform mathematical calculations required for diluting and mixing chemicals as specified on product labels
  - read and interpret directions and safety instructions, including:
    - chemical labels
    - equipment manuals
    - material safety data sheets (MSDS)
  - request advice or further information
  - seek and receive feedback
  - source, organise and record information
- planning and organising skills to:
  - manage time

- sequence tasks
- problem-solving skills to manage contingencies
- skills to work safely when:
  - handling and disposing of chemicals
  - handling and disposing of contaminated and toxic waste
  - identifying hazards and controlling risks
  - manual handling
- self-management skills to work alone and in a team

### Required knowledge

- cleaning chemicals and equipment and their application for surfaces of furniture and fittings
- cleaning methods for furniture and fittings, including:
  - pre-spotting and stain removal
  - low-water
- company management structure and procedures, including:
  - biological and viral control
  - emergency response and evacuation procedures
  - environmental protection procedures
  - injury, dangerous occurrence and incident reporting
  - OHS procedures
  - quality systems
- legislation, regulations, codes of practice and industry advisory standards that apply to washing furniture and fittings, including OHS legislation
- routes of entry and potential symptoms of exposure to chemicals
- safe work practices for using:
  - chemicals
  - equipment, including PPE

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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| Overview of assessment   | This unit of competency could be assessed by observing practical demonstrations of washing furniture and fittings involving at least two different work site environments. |
| Critical aspects for assessment and evidence required to demonstrate | A person who demonstrates competency in this unit must be able to provide evidence of the required skills and knowledge specified in this unit.                            |

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| competency in this unit                          | <p>In particular the person should demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• identify type and characteristics of furniture and fittings and their surfaces</li> <li>• use safe and efficient cleaning methods</li> <li>• select cleaning equipment and chemicals</li> <li>• comply with company and legislative requirements</li> <li>• achieve outcomes in relation to customer work order and company requirements.</li> </ul>  |
| Context of and specific resources for assessment | <p>Assessment of essential underpinning knowledge may be conducted in an off-site context. It is to comply with relevant regulatory or Australian standards' requirements.</p> <p>Resource implications for assessment include access to:</p> <ul style="list-style-type: none"> <li>• suitable venue with a range of furniture and fittings</li> <li>• suitable equipment and chemicals</li> <li>• PPE</li> <li>• equipment operating manuals and MSDS</li> <li>• work order instructions, work plans and schedules, and policy documents</li> <li>• assessment instruments, including personal planner and assessment record book.</li> </ul>   |
| Method of assessment                             | <p>Assessment methods must:</p> <ul style="list-style-type: none"> <li>• satisfy the endorsed Assessment Guidelines of the Property Services Training Package</li> <li>• include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application</li> <li>• reinforce the integration of employability skills with workplace tasks and job roles</li> <li>• confirm that competency is verified and able to be transferred to other circumstances and environments.</li> </ul>   |
| Guidance information for assessment              | <p>Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.</p> <p>Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.</p> <p>This unit could be assessed on its own or in combination with other units relevant to the job function, such as:</p> <ul style="list-style-type: none"> <li>• CPPCLO2015A Maintain furniture, fittings and room dressing.</li> </ul> |

## Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

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| <p><b><i>Furniture and fittings</i></b> may include:</p> | <ul style="list-style-type: none"><li>• air conditioning vents</li><li>• bars</li><li>• beds</li><li>• bedside cupboards</li><li>• benches</li><li>• blinds</li><li>• ceiling fans</li><li>• chairs</li><li>• clocks</li><li>• compactus</li><li>• computers and associated equipment</li><li>• curtains</li><li>• desks</li><li>• displays</li><li>• door handles</li><li>• doors</li><li>• electrical items, including kettles and microwaves</li><li>• filing cabinets</li><li>• grilles</li><li>• lamps</li><li>• light fittings</li><li>• light switches</li><li>• ornaments</li><li>• ovens</li><li>• picture frames</li><li>• railings</li><li>• refrigerators</li><li>• shelves</li><li>• skirting</li><li>• stoves</li><li>• tables</li><li>• telephone hand sets</li><li>• vents</li></ul> |
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|   | <ul style="list-style-type: none"> <li>• walls</li> <li>• work stations</li> <li>• window sills.</li> </ul>  |
| <p><b>Work order</b> information may include:</p> | <ul style="list-style-type: none"> <li>• access to work site, including: <ul style="list-style-type: none"> <li>• access and egress points</li> <li>• timing of access</li> </ul> </li> <li>• budget allocations</li> <li>• completion times and dates</li> <li>• human resource requirements to complete the work tasks</li> <li>• job requirements and tasks</li> <li>• legislative and local government requirements</li> <li>• OHS requirements and emergency response procedures</li> <li>• requirements for working in isolated and remote locations</li> <li>• resource requirements, such as equipment and materials</li> <li>• specific client requirements, such as: <ul style="list-style-type: none"> <li>• dress and presentation requirements</li> <li>• relationships with other activities</li> </ul> </li> <li>• use of signage and barriers</li> <li>• work schedules</li> <li>• work site contact persons</li> <li>• work site requirements for specific industries, such as: <ul style="list-style-type: none"> <li>• hospitals and medical centres</li> <li>• nursing homes</li> <li>• retail food courts</li> <li>• schools</li> <li>• tourism and hospitality.</li> </ul> </li> </ul> |
| <p><b>Company requirements</b> may include:</p>   | <ul style="list-style-type: none"> <li>• business and performance plans</li> <li>• client communication procedures</li> <li>• client confidentiality procedures</li> <li>• client service standards</li> <li>• communication channels and reporting procedures</li> <li>• company goals, objectives, plans, systems and processes</li> <li>• company issued identification badges, cards or passes</li> <li>• company policies and procedures, including: <ul style="list-style-type: none"> <li>• access and equity policy, principles and practice</li> <li>• OHS policies and procedures, including control procedures</li> <li>• maintenance procedures for equipment and PPE</li> <li>• those relating to own role, responsibility and delegation</li> <li>• work site access security clearance procedures</li> </ul> </li> <li>• company service standards</li> </ul>   |

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|   | <ul style="list-style-type: none"> <li>• dress and presentation requirements</li> <li>• duty of care, code of conduct, and code of ethics</li> <li>• emergency response and evacuation procedures</li> <li>• employer and employee rights and responsibilities</li> <li>• environmental protection procedures</li> <li>• personnel practices and guidelines</li> <li>• quality and continuous improvement processes and standards</li> <li>• records and information systems and processes</li> <li>• training materials (induction, refresher and new skills)</li> <li>• use of contractors.</li> </ul>   |
| <i>Appropriate persons</i> may include: | <ul style="list-style-type: none"> <li>• clients</li> <li>• colleagues</li> <li>• managers</li> <li>• persons in control of work sites</li> <li>• supervisors.</li> </ul>  |
| <i>Hazards</i> may include:             | <ul style="list-style-type: none"> <li>• allergic reactions to chemicals or equipment, including latex allergies</li> <li>• biological and animal waste</li> <li>• bites and stings</li> <li>• blood and blood-stained products</li> <li>• confined or restricted spaces</li> <li>• contaminated clothing, materials or equipment</li> <li>• damaged or inappropriate equipment</li> <li>• dust and fibres</li> <li>• electrical hazards arising from: <ul style="list-style-type: none"> <li>• cables</li> <li>• electrical fittings: <ul style="list-style-type: none"> <li>• switches</li> <li>• lights</li> </ul> </li> <li>• untested electrical equipment</li> </ul> </li> <li>• fatigue</li> <li>• fire</li> <li>• gas</li> <li>• heights</li> <li>• inadequate lighting and ventilation</li> <li>• infectious and zoonotic diseases, such as: <ul style="list-style-type: none"> <li>• Q fever</li> <li>• scabies</li> </ul> </li> <li>• mobile equipment and vehicle hazards around plant and vehicles</li> <li>• moving or unguarded parts</li> <li>• noise</li> </ul> |



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|  | <ul style="list-style-type: none"> <li>• occupational violence and bullying</li> <li>• poor personal hygiene practices</li> <li>• spill, splash and spray</li> <li>• release of substances with negative environmental impact</li> <li>• synergistic chemical reactions, such as:             <ul style="list-style-type: none"> <li>• hazardous incompatibility</li> <li>• reactivity</li> </ul> </li> <li>• syringes or other sharps</li> <li>• temperature extremes</li> <li>• ultraviolet light</li> <li>• unsafe manual-handling techniques, including awkward and repetitive postures</li> <li>• unsafe underfoot conditions, such as slippery, uneven and rough surfaces</li> <li>• work in unfamiliar isolated or remote environments.</li> </ul>   |
| <p><b><i>Legislative requirements</i></b> may include:</p>         | <ul style="list-style-type: none"> <li>• Australian standards, quality assurance and certification requirements</li> <li>• award and enterprise agreements</li> <li>• industry advisory standards and codes, such as:             <ul style="list-style-type: none"> <li>• building codes</li> <li>• dangerous goods codes</li> </ul> </li> <li>• relevant commonwealth, state and territory legislation and local government regulations affecting company operation, including:             <ul style="list-style-type: none"> <li>• anti-discrimination and diversity policies</li> <li>• chemical controls</li> <li>• chemical registers and manifests</li> <li>• consumer protection</li> <li>• energy conservation</li> <li>• environmental protection</li> <li>• equal employment opportunity</li> <li>• freedom of information</li> <li>• industrial equipment certificates of competency or licences</li> <li>• industrial relations</li> <li>• OHS Acts and regulations</li> <li>• privacy</li> <li>• public health</li> <li>• trade practices</li> <li>• water conservation</li> <li>• workplace consultative arrangements.</li> </ul> </li> </ul> |
| <p><b><i>Occupational health and safety</i></b> (also known as</p> | <ul style="list-style-type: none"> <li>• allergic reactions, such as contact dermatitis</li> <li>• communication devices for remote and isolated locations, such</li> </ul>   |

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| <p>workplace health and safety) <i>requirements</i> may relate to:</p> | <p>as:</p> <ul style="list-style-type: none"> <li>• mobile phone</li> <li>• two-way radio</li> <li>• dermatological control and prevention measures</li> <li>• emergency procedures for eye and skin contact, and inhalation and ingestion of toxic substances</li> <li>• hazard identification and risk assessment mechanisms</li> <li>• health surveillance and monitoring, such as regular blood testing</li> <li>• hierarchy of hazard control procedures</li> <li>• maintaining clear access</li> <li>• national and industry standards and codes of practice</li> <li>• OHS control procedures, such as: <ul style="list-style-type: none"> <li>• health and safety plans</li> <li>• job plans</li> <li>• job safety analyses</li> <li>• risk assessments</li> <li>• safe operating practices and procedures</li> <li>• safe system of work statements</li> <li>• safe work instructions</li> <li>• work method statements</li> </ul> </li> <li>• reporting injury and dangerous occurrences</li> <li>• routes of entry and potential symptoms of exposure to chemicals</li> <li>• safe work practices for equipment, PPE and chemical storage, including interpretation of: <ul style="list-style-type: none"> <li>• MSDS</li> <li>• hazardous substance information, such as long latency periods</li> </ul> </li> <li>• safety training, induction and refresher training</li> <li>• selection and use of PPE and clothing appropriate to the hazard</li> <li>• ultraviolet light</li> <li>• up-to-date electrical test and tag compliance</li> <li>• use of chemicals according to MSDS</li> <li>• use of residual current devices</li> <li>• use, storage and maintenance of equipment according to manufacturer specifications and equipment operating manuals.</li> </ul> |
| <p><i>Soil types</i> can be wet or dry and may include:</p>            | <ul style="list-style-type: none"> <li>• beverages</li> <li>• blood</li> <li>• blue tack</li> <li>• candle wax</li> <li>• chewing gum</li> <li>• cobwebs</li> </ul>  |

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|   | <ul style="list-style-type: none"> <li>• dust</li> <li>• food</li> <li>• glue</li> <li>• grease</li> <li>• human and animal waste</li> <li>• lipstick</li> <li>• medicine</li> <li>• mud and dirt</li> <li>• nail polish</li> <li>• paint</li> <li>• shoe polish.</li> </ul>  |
| <i>Cleaning techniques</i> may include: | <ul style="list-style-type: none"> <li>• for furniture and fittings: <ul style="list-style-type: none"> <li>• polishing</li> <li>• pre-spraying</li> <li>• scrubbing</li> <li>• vacuuming</li> <li>• washing</li> <li>• wiping</li> </ul> </li> <li>• for fabric surfaces: <ul style="list-style-type: none"> <li>• spot cleaning</li> <li>• spray pack foam</li> <li>• vacuuming</li> </ul> </li> <li>• low-water cleaning methods, such as using microfibre cleaning products.</li> </ul> |
| <i>Personnel</i> may include:           | <ul style="list-style-type: none"> <li>• client's staff members</li> <li>• colleagues</li> <li>• general public</li> <li>• venue, facility, shopping centre staff and management.</li> </ul>  |
| <i>Equipment</i> may include:           | <ul style="list-style-type: none"> <li>• alcohol wipes</li> <li>• buckets</li> <li>• damp cloths</li> <li>• extension poles</li> <li>• ladders</li> <li>• lint-free dusters, such as lamb's wool and feather dusters</li> <li>• lint-free polishing cloths, such as cotton and colour-fast cloths</li> <li>• microfibre products</li> <li>• mini mops</li> <li>• oil impregnated cloths</li> <li>• polishing cloths</li> <li>• scourers</li> <li>• sponges</li> </ul>                       |

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|   | <ul style="list-style-type: none"> <li>• vacuum cleaners.</li> </ul>   |
| <b>Chemicals</b> may include:                     | <ul style="list-style-type: none"> <li>• acid cleaners</li> <li>• alkaline cleaners</li> <li>• low environmental-impact chemicals</li> <li>• neutral cleaners</li> <li>• solvent cleaners.</li> </ul>  |
| <b>Personal protective equipment</b> may include: | <ul style="list-style-type: none"> <li>• ear muffs and plugs</li> <li>• gloves, such as non-permeable</li> <li>• goggles</li> <li>• high-visibility vests and clothing</li> <li>• overalls and other protective clothing</li> <li>• respirators</li> <li>• safety glasses</li> <li>• safety shoes</li> <li>• splash-proof face masks</li> <li>• sun protection</li> <li>• tongs</li> <li>• ultraviolet protection</li> <li>• wet-work clothing.</li> </ul> |
| <b>Manufacturer specifications</b> may include:   | <ul style="list-style-type: none"> <li>• equipment operating manuals</li> <li>• instructional guides</li> <li>• MSDS</li> <li>• other resources supplied by the manufacturer, such as: <ul style="list-style-type: none"> <li>• laminated cards</li> <li>• notices</li> <li>• wall posters</li> </ul> </li> <li>• product labels</li> <li>• safety instructions pre-printed on equipment.</li> </ul>   |
| <b>Signage and barriers</b> may include:          | <ul style="list-style-type: none"> <li>• physical barriers and restraints erected to restrict access to a site</li> <li>• signs complying with legislative requirements and Australian standards warning of danger or adverse conditions, including: <ul style="list-style-type: none"> <li>• cleaning in progress</li> <li>• hazardous chemicals in use or present in work area.</li> </ul> </li> </ul>   |
| <b>Work restrictions</b> may include:             | <ul style="list-style-type: none"> <li>• amount of cleaning anticipated</li> <li>• client activity</li> <li>• employee level of literacy and communication skills</li> <li>• faulty or inappropriate equipment</li> <li>• site accessibility</li> <li>• site hazards</li> <li>• skills of work unit or team</li> <li>• staffing resources</li> </ul>   |

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|   | <ul style="list-style-type: none"> <li>• time limitations.</li> </ul>  |
| <p><b>Surfaces</b> may be washable or non-washable and include:</p> | <ul style="list-style-type: none"> <li>• fabric</li> <li>• glass</li> <li>• laminate</li> <li>• leather</li> <li>• metal</li> <li>• paint</li> <li>• plastic</li> <li>• polyresin</li> <li>• tile</li> <li>• timber</li> <li>• vinyl.</li> </ul>   |
| <p><b>Waste</b> may be either solid or liquid and include:</p>      | <ul style="list-style-type: none"> <li>• chemicals past expiry date</li> <li>• dry waste, such as fluff and lint</li> <li>• liquid waste</li> <li>• litter</li> <li>• obsolete equipment</li> <li>• packaging</li> <li>• soil</li> <li>• used cleaning cloths</li> <li>• used containers</li> <li>• used or contaminated PPE</li> <li>• used or unused chemicals.</li> </ul>   |
| <p><b>Environmental requirements</b> may include:</p>               | <ul style="list-style-type: none"> <li>• clean-up, containment and isolation</li> <li>• company policies and guidelines</li> <li>• emergency chemical spill control measures</li> <li>• environmental protection agency and requirements of government departments, such as: <ul style="list-style-type: none"> <li>• agriculture</li> <li>• emergency services</li> </ul> </li> <li>• hazardous materials handling</li> <li>• local government regulations and by-laws</li> <li>• low-energy cleaning methods</li> <li>• low environmental-impact chemicals</li> <li>• low-moisture cleaning methods</li> <li>• low water-use equipment and water-efficient cleaning methods</li> <li>• non-chemical cleaning methods.</li> </ul> |

## **Unit Sector(s)**

Cleaning operations.

## **Custom Content Section**

Not applicable.

## CPPDSM5027A Provide facilities and amenities for property users

### Modification History

Not Applicable

### Unit Descriptor

#### Unit descriptor

This unit of competency specifies the outcomes required to provide facilities and amenities and associated services for property users. It requires the ability to establish the need for facilities and amenities and coordinate the planning, implementation and review of services.

The unit may form part of the licensing requirements for persons working in the property industry, including in the real estate, business broking, stock and station agency and property operations and development sectors, in those States and Territories where these are regulated activities.

### Application of the Unit

#### Application of the unit

This unit of competency supports the work of those involved in providing facilities and amenities and associated services for property users.

### Licensing/Regulatory Information

Refer to Unit Descriptor

### Pre-Requisites

Prerequisite units Nil

## Employability Skills Information

**Employability skills** The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.

## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

## Elements and Performance Criteria

| ELEMENT  | PERFORMANCE CRITERIA   |
|--|--|
| <b>1 Determine requirements of facilities and amenities.</b> | <p>1.1 Requirements of <i>facilities and amenities</i> are identified in consultation with <i>relevant people</i> and using appropriate research and survey techniques.</p> <p>1.2 <i>Client</i> needs are accurately assessed and clarified using appropriate <i>consultative processes</i> according to <i>organisational requirements</i>.</p> <p>1.3 <i>Relevant documentation</i> and legislative requirements are reviewed to ensure facilities and amenities comply with requirements.</p> <p>1.4 Situations requiring <i>specialist advice</i> are identified and assistance is sought as required according to organisational requirements.</p> |
| <b>2 Plan for provision of service.</b>                      | <p>2.1 Provision of facilities and amenities is planned according to client and organisational requirements.</p> <p>2.2 Project strategies, objectives and time lines are negotiated and agreed in consultation with client and other relevant people.</p> <p>2.3 Monitoring and reporting arrangements for project activities are established and documented in line with client requirements.</p> <p>2.4 Financial, physical and human <i>resource</i> requirements are identified and arranged according to project plan and</p>  |



| <b>ELEMENT</b>  | <b>PERFORMANCE CRITERIA</b>  |
|---|--|
|   | organisational procedures.   |
|   | 2.5 Risk management plan to identify, assess and control risks is prepared and incorporated into project plan according to legislative and organisational requirements.                  |
|   | 2.6 Relevant approvals are obtained within the designated timeframe according to legislative and organisational requirements.  |
| <b>3 Coordinate implementation of facilities and amenities.</b> | 3.1 Facilities and amenities are implemented according to agreed project plan, approvals and organisational requirements.  |
|   | 3.2 Equipment and services are provided according to manufacturer, supplier and legislative requirements.  |
|   | 3.3 <b>Contingency</b> arrangements for implementation of facilities and amenities are identified and activities planned to maximise quality outcomes.                                   |
|   | 3.4 Expenditure and resource usage are monitored and controlled to ensure objectives are achieved within specified budgetary parameters.   |
|   | 3.5 Regular reports on progress and outcomes are provided to relevant people according to project plan.  |
| <b>4 Review effectiveness of facilities and amenities.</b>      | 4.1 Systematic review processes and established <b>evaluation methods</b> are used to evaluate the effectiveness of facilities and amenities.  |
|   | 4.2 <b>Feedback</b> from <b>users</b> is used according to organisational procedures to confirm quality of facilities and amenities and identify areas for future improvement.           |
|   | 4.3 Identified non-conformances and non-compliances are documented and referred for action according to organisational requirements.   |
|   | 4.4 Evaluation results and recommendations for improvements to processes are prepared in required format, style and structure and presented to relevant people within agreed timeframes. |
|   | 4.5 <b>Business equipment and technology</b> are used to maintain relevant documentation according to legislative and organisational requirements.                                       |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

## REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

### Required skills:

- analytical skills to interpret documentation, assess risk, estimate costings and budget needs, and provide cost analysis for services provision
- communication skills to negotiate and consult with relevant people
- computing skills to access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases
- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- literacy skills to interpret written and oral information
- organisational skills to schedule and meet time lines and client requirements and to plan, complete and review project processes
- research and evaluation skills to source information and resource requirements for facilities and amenities, use survey techniques, and review and evaluate processes
- technical skills to schedule tasks, report outcomes and design monitoring systems and processes.

### Required knowledge and understanding:

- building codes and relevant Australian standards
- building control legislation
- industry benchmarks on performance levels
- limitations of work role, responsibility and professional abilities
- OHS issues and requirements
- organisational and professional procedures, ethical practices and business standards
- planning methods and techniques
- relevant federal and state or territory legislation and local government regulations related to:
  - consumer protection
  - environmental issues
  - equal employment opportunity (EEO)
  - financial probity
  - franchise and business structures
  - industrial relations
  - OHS
  - privacy
  - property sales, leasing and management
- types of facilities and amenities within the property industry.

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

#### Overview of assessment

This unit of competency could be assessed through practical demonstration of providing facilities and amenities and associated services for property users. Targeted written (including alternative formats where necessary) or verbal questioning to assess the candidate's underpinning knowledge would provide additional supporting evidence of competence. The demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.

#### Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- coordinating the implementation of facilities and amenities, ensuring equipment and services meet manufacturer and supplier specifications, and expenditure and resource use are monitored against budgets
- evaluating effectiveness of facilities and amenities and feedback from users, and making recommendations for improvements to processes
- identifying requirements of facilities and amenities through consultation with clients and others and by reviewing documentation
- knowledge of organisation's practices, ethical standards and legislative requirements associated with providing facilities, amenities and associated services for property users
- planning the provision of facilities and amenities, incorporating strategies for monitoring and reporting, risk management, resource needs and gaining necessary approvals.

#### Context of and specific resources for assessment

Resource implications for assessment include:

- a registered provider of assessment services
- assessment materials and tools

- candidate special requirements
- competency standards
- cost and time considerations
- suitable assessment venue and equipment
- workplace documentation.

Where applicable, physical resources should include equipment modified for people with disabilities.

Access must be provided to appropriate learning and/or assessment support when required.

Assessment processes and techniques must be culturally appropriate, and appropriate to the language and literacy capacity of the candidate and the work being performed.

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

In all cases activity and must include evidence relating to each of the where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

***Facilities and amenities*** may relate to:

- business support
- car parking
- child care
- meeting places
- minding services
- recreation
- security facilities.

***Relevant people*** may include:

- architects
- builders
- clients
- legal representatives
- management and colleagues
- members of industry associations
- principals
- service providers
- users.

***Clients*** may include:

- building supervisors
- company management
- fund providers
- government and legal instruments or agencies
- institutions
- insurers
- internal and external property groups
- legal advisers
- private investors
- project managers
- property agents
- property owners
- risk assessors.

***Consultative processes***

- face-to-face meetings
- telephone, facsimile and written communication.

may include:

***Organisational***

***requirements*** may be outlined and reflected in:

- access and equity principles and practice guidelines
- business and performance plans
- complaint and dispute resolution procedures
- goals, objectives, plans, systems and processes
- legal and ethical requirements and codes of practice
- mission statements and strategic plans
- OHS policies, procedures and programs
- policies and procedures in relation to client service
- quality and continuous improvement processes and standards
- quality assurance and procedure manuals.

***Relevant documentation***

may include:

- agreements
- building codes
- certificates of occupancy
- contracts
- leases
- licences
- permits
- plans
- specifications.

***Specialist advice*** may be sought from:

- architects
- bankers and financiers
- builders
- business consultants
- government officials
- investment consultants
- members of industry associations
- planners
- real estate agents
- solicitors
- subcontractors
- technical experts
- valuers.

***Resources*** may include:

- materials
- personnel
- tools and equipment
- training
- transport.

***Contingencies*** may relate to:

- budget constraints
- building delays

- competing work demands of contractor
- environmental factors, such as time and weather
- industrial disputes
- non-availability of resources and materials
- public holidays and shut-down periods
- equipment and technology breakdown
- unforeseen incidents
- workplace hazards, risks and controls.

**Evaluation methods** could be qualitative or quantitative and may include:

- checklists
- cost data analysis
- expert and peer review
- interviews
- observation
- questionnaires
- review of quality assurance data.

**Feedback** may be sought from:

- clients and their legal representatives
- management and colleagues
- formal and informal performance appraisals
- workplace assessment.

**Users** may include:

- agents
- clients
- customers
- general public
- managers
- owners
- tenants.

**Business equipment and technology** may include:

- data storage devices
- email
- facsimile machines
- internet, extranet and intranet
- photocopiers
- printers
- scanners
- software applications, such as databases and word applications
- work computers.

## **Unit Sector(s)**

**Unit sector** Property development, sales and management

## **Competency field**

**Competency field** Property operations and development



# CPPSEC2012A Monitor and control individual and crowd behaviour

## Modification History

Not Applicable

## Unit Descriptor

**Unit descriptor** This unit of competency specifies the outcomes required to maintain safety and security of persons, property and premises. It requires the ability to observe and monitor individual and crowd behaviour and identify and respond to potential threats and incidents.

This unit may form part of the licensing requirements for persons engaged in security operations in those states and territories where these are regulated activities.

## Application of the Unit

**Application of the unit** This unit of competency has wide application in the security industry in those roles involving operational activities. Competency requires legal and operational knowledge applicable to relevant sectors of the security industry. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

## Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

Not Applicable

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency. Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

## Elements and Performance Criteria

| ELEMENT  | PERFORMANCE CRITERIA  |
|--|---|
| <b>1 Prepare for monitoring.</b>                 | <p>1.1 Applicable provisions of <b><i>legislative</i></b> and <b><i>organisational requirements</i></b> relevant to <b><i>assignment instructions</i></b> are identified and complied with.</p> <p>1.2 <b><i>Work tasks</i></b> are verified and clarified as required with <b><i>relevant persons</i></b>.</p> <p>1.3 Personal dress and presentation is maintained to meet assignment requirements.</p> <p>1.4 <b><i>Resources and equipment</i></b> are confirmed and checked for operational effectiveness and serviceability in accordance with manufacturer's instructions.</p> <p>1.5 Faulty or damaged equipment is replaced and reported in accordance with organisational procedures.</p> <p>1.6 <b><i>Site</i></b> layout details and <b><i>communication channels and processes</i></b> are verified and clarified with relevant persons as required.</p> |
| <b>2 Monitor individual and crowd behaviour.</b> | <p>2.1 Systematic personal safety checks are conducted on a regular basis in accordance with organisational procedures.</p> <p>2.2 Crowd and individual behaviour is monitored to ensure the security and safety of persons and property.</p> <p>2.3 Security status of the venue and crowd is determined and communicated as required to appropriate persons.</p> <p>2.4 Communication is courteous and professional and <b><i>interpersonal techniques</i></b> reflect an awareness of</p>  |

| <b>ELEMENT</b>  | <b>PERFORMANCE CRITERIA</b>  |
|---|--|
|   | individual <i>social and cultural differences</i> .  |
|   | 2.5 Persons behaving in a potentially disruptive manner are identified and assessed for degree of risk to self, others, property and premises. |
| <b>3 Identify and respond to security risk situation.</b> | 3.1 Potential <i>security risks</i> are identified and assessed for degree of risk.  |
|   | 3.2 <i>Response</i> is formulated and carried out within scope of own role, competence and authority.  |
|   | 3.3 Assistance requirements are identified and requested in accordance with organisational procedures.   |
|   | 3.4 Changing circumstances are monitored and responses are adjusted as required to maintain security.  |
|   | 3.5 Reports are prepared presenting all relevant facts and information in appropriate format, style and structure.                             |
|   | 3.6 Relevant <i>documentation</i> is completed and processed in accordance with organisational procedures.                                     |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

#### Required skills

- communicate effectively with people from different social, cultural and ethnic backgrounds and of varying physical and mental abilities
- communicate using clear and concise language
- comply with procedures to assess and control risks to self and others
- identify and comply with applicable legal and procedural requirements including licensing requirements and 'use of force' guidelines
- identify and comply with security incident response procedures
- identify response appropriate to security risk situation
- identify risk factors and assess degree of risk
- identify support and assistance requirements
- monitor crowd behaviour, size, safety and direction
- operate security and communications equipment
- record, report and document information
- relate to people from a range of social, cultural and ethnic backgrounds and of varying physical and mental abilities

## REQUIRED SKILLS AND KNOWLEDGE

- select and use appropriate personal protection equipment
- use negotiation techniques to defuse and resolve conflict.

### Required knowledge

- communication channels, codes and signals
- emergency and evacuation procedures
- first aid procedures and their application
- instructions and procedures for responding to security risk situations
- legal provisions relating to powers of arrest and 'use of force' guidelines
- limits of own responsibility and authority
- methods of restraint
- negotiation and conflict resolution techniques
- observation and monitoring techniques
- operational functions and procedures for the use of communications, security and personal protection equipment
- principles of effective communication including interpersonal techniques
- procedures and requirements for documenting security incidents
- range of potential security incidents and appropriate responses
- reporting structure and processes
- site layout and access points.

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

A person who demonstrates competency in this unit must be able to provide evidence of:

- assessing site layout and verifying communication and security requirements prior to assignment
- completing and processing documentation
- complying with applicable legislation and procedural requirements to maximise the safety and protection of persons, property and premises
- observing and monitoring persons and identifying and responding appropriately to potential threats and hazards
- operating and maintaining security, communications and

personal protection equipment

- using effective communication techniques to give clear and accurate information in a form which is preferred and understood by the receiver and which engages minority groups.

### **Context of and specific resources for assessment**

Context of assessment includes:

- a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement.

Resource implications for assessment include:

- access to plain English version of relevant statutes and procedures
- access to a registered provider of assessment services
- access to a suitable venue and equipment
- assessment instruments including personal planner and assessment record book
- work schedules, organisational policies and duty statements.

Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

### **Method of assessment**

This unit of competency could be assessed using the following methods of assessment:

- observation of processes and procedures
- questioning of underpinning knowledge and skills.

### **Guidance information for assessment**

Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge.

Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical.

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

***Legislative requirements may relate to:***

- apprehension and powers of arrest
- Australian standards and quality assurance requirements
- counter-terrorism
- crowd control and control of persons under the influence of intoxicating substances
- force continuum, use of force guidelines
- general 'duty of care' responsibilities
- inspection of people and property, and search and seizure of goods
- licensing or certification requirements (eg security industry, casino security etc)
- privacy and confidentiality
- relevant commonwealth, state and territory legislation, codes and national standards for:
  - anti-discrimination
  - cultural and ethnic diversity
  - environmental issues
  - equal employment opportunity
  - industrial relations
  - Occupational Health and Safety (OHS)
- relevant industry codes of practice
- trespass and the removal of persons
- use of restraints and weapons:
  - batons
  - firearms
  - handcuffs
  - spray.

***Organisational requirements may relate to:***

- access and equity policies, principles and practices
- business and performance plans
- client service standards
- code of conduct, code of ethics
- communication and reporting procedures
- complaint and dispute resolution procedures

- emergency and evacuation procedures
- employer and employee rights and responsibilities
- OHS policies, procedures and programs
- own role, responsibility and authority
- personal and professional development
- privacy and confidentiality of information
- quality assurance and continuous improvement processes and standards
- resource parameters and procedures
- roles, functions and responsibilities of security personnel
- storage and disposal of information.

**Assignment instructions** may include:

- assignment purpose and objective
- assignment tasks and procedures
- assignment timeframe
- client information
- incident and security risk response procedures
- personal presentation requirements
- personal protection equipment
- premises location and layout
- reporting and documentation requirements
- resource and equipment requirements
- travel routes and schedules.

**Work tasks** may relate to:

- control of exit from and access to premises
- crowd control
- escort of people
- routine security monitoring of site
- screening of people.

**Relevant persons** may include:

- clients
- colleagues
- emergency services personnel and agencies
- security personnel
- supervisor.

**Resources and equipment** may include:

- communication equipment
  - earpiece
  - pager
  - portable and mounted two-way radio
  - telephone and mobile phone
- maps
- pen and security notebook
- personal protection equipment
- security equipment

- electronic screening equipment
  - video cameras and monitors
  - security personnel and specialist services
  - transport.
- Sites may include:**
- licensed premises
  - outdoor and indoor venues
  - private functions
  - protests
  - public events
  - sporting events.
- Communication channels and processes may relate to:**
- direct line supervision paths
  - established communication protocols
  - formal communication pathways
  - lateral supervision paths
  - organisational communication networks
  - verbal and non-verbal communication procedures eg pro-words, phonetic alphabet, call signs, coded messages, use of abbreviations, hand signals.
- Interpersonal techniques may involve:**
- active listening
  - being non-judgemental
  - being respectful and non-discriminatory
  - constructive feedback
  - control of tone of voice and body language
  - culturally aware and sensitive use of language and concepts
  - demonstrating flexibility and willingness to negotiate
  - effective verbal and non-verbal communication
  - maintaining professionalism
  - providing sufficient time for questions and responses
  - reflection and summarising
  - two-way interaction
  - use of plain English
  - use of positive, confident and cooperative language.
- Social and cultural differences may relate to:**
- dress and personal presentation
  - food
  - language
  - religion
  - social conventions
  - traditional practices
  - values and beliefs.
- Security risks may**
- breaches of law eg criminal damage, offences against people, public order, misuse of drugs and alcohol



relate to:

- emergencies eg fire, scenes of crime, accidents
- hazards eg physical, chemical, electrical, psychological, biological
- threats eg bombs, sabotage, assassination.

**Response may involve:**

- checking identification
- defusing the situation
- evacuating the premises
- isolating area of potential risk
- isolating risk
- issuing verbal warnings
- notifying relevant emergency services agencies
- offering assistance
- provision of first aid
- request for support and assistance
- restraint of person
- tactical withdrawal
- use of basic defensive techniques
- use of negotiation techniques.

**Documentation may include:**

- activity logs
- incident reports
- request for assistance forms
- security risk and incident details
- vehicle and personnel movements
- written and electronic reports.

## Unit Sector(s)

Unit sector                      Security

## Competency field

Competency field              Operations

## CPPSEC3017A Plan and conduct evacuation of premises

### Modification History

Not Applicable

### Unit Descriptor

#### Unit descriptor

This unit of competency specifies the outcomes required to plan and conduct an evacuation of premises while providing for the maximum safety and protection of self and others. It requires the ability to contribute to the development of an evacuation policy, arrange and participate in evacuation drills, maintain regular communication with designated fire wardens, and conduct evacuations.

This unit may form part of the licensing requirements for persons engaged in guarding operations in those states and territories where these are regulated activities.

### Application of the Unit

#### Application of the unit

This unit of competency has wide application in the security industry in those roles involving guarding activities. Competency requires legal and operational knowledge applicable to relevant sectors of the security industry. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

### Licensing/Regulatory Information

Refer to Unit Descriptor

### Pre-Requisites

Not Applicable

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency. Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

## Elements and Performance Criteria

| ELEMENT  | PERFORMANCE CRITERIA   |
|--|--|
| <b>1 Contribute to writing of policy and procedures for an evacuation situation.</b> | 1.1 Applicable provisions of <b><i>legislative</i></b> and <b><i>organisational requirements</i></b> relevant to planning and conducting evacuations are identified and complied with. |
|  | 1.2 Occupational Health and Safety (OHS) requirements for evacuation procedures are obtained and reviewed.   |
|  | 1.3 <b><i>Emergency scenarios</i></b> are discussed and a system of emergency alerting determined in consultation with <b><i>relevant persons</i></b> .                                |
|  | 1.4 Evacuation policy incorporates outcomes of the consultative process and is presented for review to relevant persons.   |
|  | 1.5 Presented information uses clear and concise language and complies with organisational requirements for format, style and structure.   |
|  | 1.6 Industry information is regularly reviewed to establish the need for new or revised evacuation policy and procedures.  |
| <b>2 Participate in conducting evacuation drills.</b>                                | 2.1 Documented evacuation policy and procedures are disseminated to relevant persons in accordance with organisational procedures.   |
|  | 2.2 Further information and support materials are readily available and accessible.  |
|  | 2.3 Routine and regular evacuation drills are planned and scheduled in consultation with relevant persons.   |
|  | 2.4 Fire wardens are identified and confirmed in strategic   |

| <b>ELEMENT</b>               | <b>PERFORMANCE CRITERIA</b>  |
|------------------------------|--|
|                              | locations.   |
|                              | 2.5 Evacuation drills are conducted in accordance with evacuation policy and procedures.   |
|                              | 2.6 Feedback on evacuation implementation is sought and modifications to evacuation policy and procedures are finalised and reissued in a timely manner.     |
| <b>3 Conduct evacuation.</b> | 3.1 Evacuation need is determined and appropriate emergency services agencies are <i>notified</i> .  |
|                              | 3.2 <i>Hazards</i> are identified and appropriate <i>risk control measures</i> are implemented within scope of own responsibility, competency and authority. |
|                              | 3.3 <i>Evacuation of premises</i> is conducted in accordance with evacuation policy and procedures.  |
|                              | 3.4 Mobility impaired persons are identified and special arrangements implemented in accordance with organisational procedures.                              |
|                              | 3.5 Evacuated personnel are accounted for in accordance with evacuation policy and procedures.   |
|                              | 3.6 Relevant <i>documentation</i> is completed and securely maintained in accordance organisational procedures.  |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

#### Required skills

- accurately complete reports and process documentation
- accurately recognise and monitor the likely source of risks and threats
- communicate effectively with people from different social, cultural and ethnic backgrounds and of varying physical and mental abilities
- communicate using clear and concise language
- conduct evacuation drills
- facilitate commonsense solutions within operating parameters
- identify and comply with applicable legal and procedural requirements including licensing requirements
- identify potential security threats to people, property and premises
- interpret codes and alarm signals and respond accordingly
- maximise the safety and protection of self and others

## REQUIRED SKILLS AND KNOWLEDGE

- plan and prepare evacuation procedures
- present a professional image to members of the public and colleagues
- prioritise planning activities and meet designated timeframes
- recognise support and assistance requirements
- record and report information
- safely and efficiently conduct evacuation procedures.

### Required knowledge

- applicable legislation and regulations including licensing requirements
- bomb threat and counter-terrorism procedures
- documentation procedures and processes
- emergency and evacuation requirements for organisations
- first aid principles and procedures
- limits of own responsibility and authority
- location of emergency and security systems
- planning methods
- premises layout and access points
- principles of effective communication including interpersonal techniques
- report and documentation requirements
- types of safety hazards and risks.

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

A person who demonstrates competency in this unit must be able to provide evidence of:

- accurately planning and completing an evacuation of premises including maintaining related documentation
- assessing a variety of potentially dangerous situations requiring the movement of persons
- conducting evacuation drills and following emergency procedures in compliance with emergency services requirements
- implementing plans and procedures to control the movement of persons including persons with reduced mobility

- selecting and using appropriate security equipment throughout evacuation.

### **Context of and specific resources for assessment**

Context of assessment includes:

- a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement.

Resource implications for assessment include:

- access to a registered provider of assessment services
- access to a suitable venue and equipment
- access to plain English version of relevant statutes and procedures
- assessment instruments including personal planner and assessment record book
- work schedules, organisational policies and duty statements.

Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

### **Method of assessment**

This unit of competency could be assessed using the following methods of assessment:

- observation of processes and procedures
- questioning of underpinning knowledge and skills.

### **Guidance information for assessment**

Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge.

Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical.

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

## **Range Statement**

### **RANGE STATEMENT**

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

***Legislative requirements may relate to:***

- apprehension and powers of arrest
- Australian standards and quality assurance requirements
- counter-terrorism
- crowd control and control of persons under the influence of intoxicating substances
- force continuum, use of force guidelines
- general 'duty of care' responsibilities
- inspection of people and property, and search and seizure of goods
- licensing or certification requirements
- privacy and confidentiality
- relevant commonwealth, state and territory legislation, codes and national standards for:
  - anti-discrimination
  - cultural and ethnic diversity
  - environmental issues
  - equal employment opportunity
  - industrial relations
  - OHS
- relevant industry codes of practice
- trespass and the removal of persons
- use of restraints and weapons:
  - batons
  - firearms
  - handcuffs
  - spray.

***Organisational requirements may relate to:***

- access and equity policy, principles and practice
- business and performance plans
- client service standards
- code of conduct
- code of ethics
- communication channels and reporting procedures
- documentation systems, procedures and processes
- emergency and evacuation procedures
- employer and employee rights and responsibilities

- legal and organisational policy and procedures including personnel practices and guidelines
  - legislation relevant to the operation, incident or response
  - OHS policies, procedures and programs
  - organisational goals, objectives, plans, systems and processes
  - policies and procedures relating to own role, responsibility and delegation
  - quality and continuous improvement processes and standards
  - resource parameters.
- Emergency scenarios may include:***
- emergencies eg fire, scenes of crime, accidents
  - hazardous situations eg physical, chemical, electrical, psychological, biological
  - threats eg bombs, sabotage.
- Relevant persons may include:***
- building manager
  - clients
  - colleagues
  - emergency services personnel eg fire, ambulance, police, army bomb disposal unit
  - fire wardens
  - supervisor.
- Notification may be made by:***
- dedicated communications link
  - direct alarm link
  - telephone and mobile phone
  - two-way radio (portable and installed).
- Hazards may include:***
- blocked stairway exits
  - falling debris
  - incorrect or insufficient information on evacuation procedures
  - smoke inhalation.
- Risk control measures may involve:***
- evacuating the premises
  - isolating and removal of risk
  - isolating area of potential risk
  - notifying relevant emergency services agencies
  - providing access for emergency services
  - provision of first aid
  - request for support and assistance
  - restraint of person
  - use of negotiation techniques.
- Evacuation of premises may be:***
- by designated alternative routes
  - by prescribed primary routes



***Documentation may include:***

- to designated assembly point.
- activity logs
- incident reports
- request for assistance forms
- review and feedback of evacuation policy and procedures.

## **Unit Sector(s)**

**Unit sector**                      Security

## **Competency field**

**Competency field**              Operations

# CPPSEC3018A Provide for the safety of persons at risk

## Modification History

Not Applicable

## Unit Descriptor

**Unit descriptor** This unit of competency specifies the outcomes required to ensure the safety of persons at risk under various security assignment conditions. It requires the ability to plan and prepare security arrangements, implement security and safety policies during escort activities, and monitor and review the effectiveness of the security assignment.

This unit may form part of the licensing requirements for persons engaged in security operations in those states and territories where these are regulated activities.

## Application of the Unit

**Application of the unit** This unit of competency has wide application in the security industry in those roles involving operational activities. Competency requires legal and operational knowledge applicable to relevant sectors of the security industry. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

## Licensing/Regulatory Information

Refer to Unit Descriptor

## Pre-Requisites

Not Applicable

## Employability Skills Information

**Employability skills** This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency. Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

## Elements and Performance Criteria

| ELEMENT                                       | PERFORMANCE CRITERIA   |
|---|--|
| <b>1 Prepare for security assignment.</b>     | <p>1.1 Applicable provisions of <b><i>legislative</i></b> and <b><i>organisational requirements</i></b> relevant to <b><i>assignment instructions</i></b> are identified and complied with.</p> <p>1.2 Assignment instructions and other relevant information is clarified as required with <b><i>relevant persons</i></b>.</p> <p>1.3 <b><i>Resource and equipment</i></b> requirements are confirmed and organised in accordance with organisational procedures.</p> <p>1.4 Route and site assessment is undertaken in accordance with organisational procedures.</p> <p>1.5 Equipment is checked for operational effectiveness and faulty or damaged equipment is reported in accordance with organisational procedures.</p> <p>1.6 Personal dress and presentation is maintained to professional standards at all times.</p> <p>1.7 <b><i>Communication channels and processes</i></b> are confirmed with relevant persons in accordance with organisational procedures.</p> |
| <b>2 Monitor and maintain safety of VIPs.</b> | <p>2.1 <b><i>Security procedures</i></b> are conducted and confirmed in accordance with assignment instructions.</p> <p>2.2 Security operations are continually monitored and adjusted as required to maintain maximum security.</p> <p>2.3 Communication is maintained continually throughout security operations in accordance with assignment</p>   |

| <b>ELEMENT</b>                                    | <b>PERFORMANCE CRITERIA</b>   |
|---|---|
|   | instructions and organisational procedures.   |
|   | 2.4 <i>Interpersonal techniques</i> are used which reflect an awareness of individual <i>social and cultural differences</i> .  |
|   | 2.5 Potential <i>security risk</i> situations are identified, risk assessed and <i>responded</i> to within own scope of responsibility and competence.                    |
|   | 2.6 VIPs are advised of all factors which may affect their personal safety in accordance with organisational procedures.  |
|   | 2.7 Need for extra assistance or advice is promptly identified and sought from relevant persons in accordance with organisational procedures.                             |
| <b>3 Review and evaluate security operations.</b> | 3.1 A process of continual <i>assessment</i> is applied to review and evaluate the efficiency and effectiveness of security operations.                                   |
|   | 3.2 Reports and relevant <i>documentation</i> are prepared in a timely manner presenting all relevant facts and information in accordance with organisational procedures. |
|   | 3.3 Incident observations are provided accurately and constructively and opportunities for improvement are identified.  |
|   | 3.4 Security operations are reviewed and written findings and recommendations are provided to inform future practice.   |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

#### Required skills

- assess client security requirements
- communicate effectively with people from different social, cultural and ethnic backgrounds and of varying physical and mental abilities
- communicate using appropriate channels and clear and concise language
- determine response appropriate to security risk situation
- escort persons
- estimate and calculate resource and equipment requirements
- identify and comply with applicable legal and procedural requirements including licensing requirements

## REQUIRED SKILLS AND KNOWLEDGE

- identify and comply with security incident response procedures
- identify potential security threats and the likely source of risks
- identify support and assistance requirements
- operate security and communications equipment
- present a professional image to members of the public and colleagues
- record, report and document information
- select and use appropriate personal protection equipment
- use negotiation techniques to defuse and resolve conflict.

### Required knowledge

- client confidentiality requirements
- communication channels, codes and signals
- emergency and evacuation procedures
- escort procedures
- first aid procedures and their application
- instructions and procedures for responding to security risk situations
- legal provisions relating to 'use of force' guidelines
- limits of own responsibility and authority
- observation and monitoring techniques
- operational functions and procedures for the use of communications, security and personal protection equipment
- principles of effective communication including interpersonal techniques
- procedures and requirements for documenting security incidents
- reporting structure and processes
- security incidents and appropriate responses
- security risk assessment methods.

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

**Critical aspects for assessment and evidence required to demonstrate competency in this unit**

A person who demonstrates competency in this unit must be able to provide evidence of:

- accurately assessing assignment needs and instructions and determining approaches and resources to be applied

- accurately identifying and assessing factors which might impact on the safety and security of VIPs and formulating and implementing appropriate responses
- reviewing and evaluating security operations through a process of continual assessment, feedback and exchange of information with relevant personnel
- systematically monitoring security activities and varying operational plans as required to meet changing circumstances.

**Context of and specific resources for assessment**

Context of assessment includes:

- a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement.

Resource implications for assessment include:

- access to plain English version of relevant statutes and procedures
- access to a registered provider of assessment services
- access to a suitable venue and equipment
- assessment instruments including personal planner and assessment record book
- work schedules, organisational policies and duty statements.

Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

**Method of assessment**

This unit of competency could be assessed using the following methods of assessment:

- observation of processes and procedures
- questioning of underpinning knowledge and skills.

**Guidance information for assessment**

Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge.

Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical.

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

***Legislative requirements may relate to:***

- apprehension and powers of arrest
- Australian standards and quality assurance requirements
- counter-terrorism
- crowd control and control of persons under the influence of intoxicating substances
- force continuum, use of force guidelines
- general 'duty of care' responsibilities
- inspection of people and property, and search and seizure of goods
- licensing or certification requirements
- privacy and confidentiality
- relevant commonwealth, state and territory legislation, codes and national standards for:
  - anti-discrimination
  - cultural and ethnic diversity
  - environmental issues
  - equal employment opportunity
  - industrial relations
  - Occupational Health and Safety (OHS)
- relevant industry codes of practice
- trespass and the removal of persons
- use of restraints and weapons:
  - batons
  - firearms
  - handcuffs
  - spray.

***Organisational requirements may relate to:***

- access and equity policies, principles and practices
- business and performance plans
- client service standards
- code of conduct, code of ethics

- communication and reporting procedures
- complaint and dispute resolution procedures
- emergency and evacuation procedures
- employer and employee rights and responsibilities
- OHS policies, procedures and programs
- own role, responsibility and authority
- personal and professional development
- privacy and confidentiality of information
- quality assurance and continuous improvement processes and standards
- resource parameters and procedures
- roles, functions and responsibilities of security personnel
- storage and disposal of information.
- assignment purpose and objective
- assignment tasks and procedures
- assignment timeframe
- client identification information
- incident and security risk response procedures
- personal presentation requirements
- personal protection equipment
- premises location and layout
- reporting and documentation requirements
- resource and equipment requirements
- travel routes and schedules.
- clients
- colleagues
- emergency services personnel and agencies
- security personnel
- supervisor.
- communications equipment:
  - earpiece
  - pager
  - portable and mounted two-way radio
  - telephone and mobile phone
- maps
- pen and security notebook
- personal protection equipment
- security equipment:
  - electronic screening equipment
  - video cameras and monitors
- security personnel and specialist services

***Assignment instructions may include:***

***Relevant persons may include:***

***Resources and equipment may include:***



***Communication channels and processes may relate to:***

- transport.
- direct line supervision paths
- established communication protocols
- formal communication pathways
- lateral supervision paths
- organisational communication networks
- verbal and non-verbal communication procedures eg pro-words, phonetic alphabet, call signs, coded messages, use of abbreviations, hand signals.

***Security procedures may include:***

- appropriate positioning of relevant persons
- communication of 'need to know' information to relevant persons
- escort procedures
- establishment and guarding of 'no go zones'
- establishment of communication strategies
- installation and operation of surveillance and communication equipment
- issuance of ID cards for relevant persons
- keying off lifts
- negotiation and communication with VIPs own security staff
- search of premises
- security checks of relevant persons
- setting up a central 'command post'.

***Interpersonal techniques may involve:***

- active listening
- being non-judgemental
- being respectful and non-discriminatory
- constructive feedback
- control of tone of voice and body language
- culturally aware and sensitive use of language and concepts
- demonstrating flexibility and willingness to negotiate
- effective verbal and non-verbal communication
- maintaining professionalism
- providing sufficient time for questions and responses
- reflection and summarising
- two-way interaction
- use of plain English
- use of positive, confident and cooperative language.

***Social and cultural differences may relate to:***

- dress and personal presentation
- food
- language

- Security risks may relate to:***
- religion
  - social conventions
  - traditional practices
  - values and beliefs.
  - breaches of law eg criminal damage, offences against people, public order, misuse of drugs and alcohol
  - emergencies eg fire, scenes of crime, accidents
  - hazards eg physical, chemical, electrical, psychological, biological
  - threats eg bombs, sabotage, kidnap, assassination.
- Response may involve:***
- defusing the situation
  - evacuating the premises
  - isolating area of potential risk
  - isolating risk
  - notifying relevant emergency services agencies
  - provision of first aid
  - request for support and assistance
  - restraint of person
  - tactical withdrawal
  - use of basic defensive techniques
  - use of negotiation techniques.
- Assessment may include:***
- review to specifications and other documentation within organisational and industry policy guidelines
  - competency assessment for recording purposes.
- Documentation may include:***
- activity logs
  - incident reports
  - request for assistance forms
  - security risk and incident details
  - vehicle and personnel movements
  - written and electronic reports.

## **Unit Sector(s)**

**Unit sector**                      Security

## Competency field

Competency field      Operations

## CUACMP501 Manage copyright arrangements

### Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package version 2.0. |

### Application

This unit describes the skills and knowledge required to identify, manage and apply individual or collaborative copyright arrangements for original works.

It applies to individuals who have responsibility for identifying intellectual property requirements, assigning copyright and licensing rights, and ensuring copyright is protected locally and internationally.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Regulation, Licensing and Risk – Compliance

### Elements and Performance Criteria

| ELEMENT   | PERFORMANCE CRITERIA  |
|---|---|
| <i>Elements describe the essential outcomes.</i>          | <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>  |
| 1. Identify opportunities for legal use of original works | 1.1 Confirm original work is protected against unauthorised use<br>1.2 Research potential for commercial use of original work under copyright, intellectual property and licensing legislation<br>1.3 Seek advice, as required, on copyright owners' exclusive rights and the rights of others to use works |
| 2. Protect original works locally and internationally     | 2.1 Confirm original work is protected at local and international levels against illegal or unauthorised reproduction (in part or full)   |

| ELEMENT                               | PERFORMANCE CRITERIA  |
|---------------------------------------|---|
|                                       | <p>2.2 Confirm original work is protected at local and international levels against adaptations</p> <p>2.3 Confirm original work is protected at local and international levels against unauthorised communications</p> <p>2.4 Research and/or obtain reliable legal advice to ensure artists' or copyright owners' rights are protected</p>  |
| 3. Assign copyright of original works | <p>3.1 Plan to negotiate agreements for original work</p> <p>3.2 Check implications for assigning copyright are understood by relevant parties</p> <p>3.3 Assign copyright to new owner according to legislative requirements</p> <p>3.4 Confirm with relevant parties the extent of artists' or publishers' control over the use of original work under assignment of copyright</p> <p>3.5 Record terms of assignment of copyright in a formal contract signed by relevant parties</p>   |
| 4. License rights to original works   | <p>4.1 Confirm and agree to territories in which licensing rights may be exercised with relevant parties</p> <p>4.2 Confirm and agree to the timeframe of the licence with relevant parties</p> <p>4.3 Confirm and agree to the terms of use of the original work or licence with relevant parties</p> <p>4.4 Confirm and agree on creative control of the original work with relevant parties</p> <p>4.5 Negotiate fees relevant to the context of the agreement with relevant parties</p> <p>4.6 Confirm and agree on responsibility for enforcing copyright against infringement</p> <p>4.7 Record and store terms relating to licensing agreement in a formal contract signed by relevant parties</p> |
| 5. Maintain copyright documentation   | <p>5.1 Store copyright documentation in a secure and accessible form for retrieval where required</p> <p>5.2 Identify and confirm responsibility to comply with conditions of copyright agreement</p>   |

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill                      | Performance Criteria                                    | Description   |
|----------------------------|---|---|
| Reading                    | 1.1, 1.2, 2.4, 5.2                                      | <ul style="list-style-type: none"> <li>Interprets complex texts to determine copyright arrangements and requirements</li> </ul>   |
| Writing                    | 1.1, 1.3, 2.1-2.4, 3.2, 3.5, 4.1-4.7, 5.1, 5.2          | <ul style="list-style-type: none"> <li>Completes workplace documentation in required format using technically specific language</li> <li>Records results of research for future use</li> </ul>  |
| Oral Communication         | 1.3, 3.2, 3.4, 4.1-4.6                                  | <ul style="list-style-type: none"> <li>Uses listening and questioning techniques to confirm understanding and responsibilities</li> <li>Uses clear language to contribute information and express requirements</li> </ul>   |
| Numeracy                   | 4.2, 4.5  | <ul style="list-style-type: none"> <li>Uses mathematical calculations to create timeframes and determine fee structures</li> </ul>  |
| Navigate the world of work | 1.2, 2.1, 3.3, 4.1, 5.1                                 | <ul style="list-style-type: none"> <li>Understands and complies with the legislation underpinning copyright arrangements</li> </ul>   |
| Interact with others       | 1.3, 3.2, 3.4, 4.1-4.6                                  | <ul style="list-style-type: none"> <li>Collaborates with appropriate parties to determine and confirm requirements</li> <li>Follows accepted communication practices and protocols to assist with negotiating requirements</li> </ul>   |
| Get the work done          | 1.1, 1.3, 2.1-2.4, 3.1-3.3, 4.1-4.3, 4.6, 4.7, 5.1, 5.2 | <ul style="list-style-type: none"> <li>Plans, organises and implements tasks required to achieve protection of copyright, according to legislative requirements</li> <li>Uses analytical skills to evaluate information and make informed decisions</li> <li>Use appropriate technology to store and retrieve relevant documentation</li> </ul> |

## Unit Mapping Information

| Code and title current version             | Code and title previous version                         | Comments  | Equivalence status |
|--|---|---|--------------------|
| CUACMP501<br>Manage copyright arrangements | CUFCMP501A<br>Manage and exploit copyright arrangements | Updated to meet Standards for Training Packages. Title changed. | Equivalent unit    |

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

# Assessment Requirements for CUACMP501 Manage copyright arrangements

## Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package version 2.0. |

## Performance Evidence

Evidence of the ability to:

- confirm, by seeking advice if necessary, that original works have exclusive rights and are protected nationally and internationally
- research potential for the commercial use of original works
- negotiate and assign rights of a creative work to a third party, made formal by contract
- negotiate and agree to licencing rights of a creative work to a third party, made formal by contract
- correctly maintain copyright documentation.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain the difference between assignment and licensing of copyright
- explain the process to determine whether original works are protected nationally and internationally
- outline recognised procedures to determine exclusive copyright ownership
- describe the role of Australian copyright collection organisations play in securing copyright
- identify Australian laws and regulations for assigning copyright.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in creative arts industry environments. The assessment environment must include access to:



- copyright, intellectual property and licensing information and legislation
- sources of legal advice.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

## CUACNM201 Monitor collections for changes in condition

### Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package version 2.0. |

### Application

This unit describes the skills and knowledge required to observe and report the basic condition of collections, and to identify possible threats to objects in collections.

It applies to individuals who work in organisations and are responsible for the care of material in a collection, both on display and in storage.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Cultural services - collection management

### Elements and Performance Criteria

| ELEMENT  | PERFORMANCE CRITERIA   |
|--|--|
| <i>Elements describe the essential outcomes.</i> | <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>   |
| 1. Observe the condition of collections          | 1.1 Check the position, appearance and condition of collections<br>1.2 Identify changes, anomalies, damage and deterioration<br>1.3 Take action when required by condition according to organisational policies and procedures<br>1.4 Refer complex matters to appropriate personnel |
| 2. Maintain environmental conditions             | 2.1 Monitor environmental conditions that affect collections<br>2.2 Identify environmental conditions that need attention and make   |

| ELEMENT   | PERFORMANCE CRITERIA  |
|---|---|
|   | adjustments according to organisational policies and procedures<br>2.3 Refer unresolved matters regarding environmental conditions to appropriate personnel   |
| 3. Report evidence of potential or actual collection change or damage | 3.1 Report changes that present potential immediate risk to collections to appropriate personnel<br>3.2 Report evidence of common sources of damage to appropriate personnel<br>3.3 Observe visitor behaviour that may threaten collections and take action and report within scope of individual responsibility<br>3.4 Identify and refer hazards and risks to appropriate personnel |

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill                      | Performance Criteria         | Description   |
|----------------------------|------------------------------|---|
| Reading                    | 1.3, 2.2                     | <ul style="list-style-type: none"> <li>Selects relevant information from organisational policies and procedures to monitor collections after reading appropriate workplace documentation</li> </ul>   |
| Writing                    | 3.1, 3.4                     | <ul style="list-style-type: none"> <li>Completes routine workplace reports accurately and legibly detailing changes in the condition of collections using specific and appropriate language</li> </ul>  |
| Oral Communication         | 1.4, 2.3, 3.1, 3.4           | <ul style="list-style-type: none"> <li>Seeks opinions of others by asking questions, listening and responding to routine instructions regarding collection hazards and risks</li> <li>Discusses changes in the condition of the collection</li> </ul> |
| Navigate the world of work | 1.3, 1.4, 2.2, 2.3, 3.1, 3.4 | <ul style="list-style-type: none"> <li>Understands roles, responsibilities and procedures for routine tasks</li> <li>Operates climate control, lighting, safety and security systems according to procedures</li> </ul>                               |
| Interact with others       | 1.4, 2.3, 3.1, 3.4           | <ul style="list-style-type: none"> <li>Follows accepted communication practices and protocols when reporting matters to colleagues or supervisors</li> </ul>  |
| Get the work done          | 1.1, 1.2, 1.4, 2.1, 2.3      | <ul style="list-style-type: none"> <li>Plans and implements routine tasks making limited decisions on sequencing, timing and collaboration</li> <li>Responds to predictable routine problems in relation to</li> </ul>                                |

|  |  |   |
|--|--|---|
|  |  | the condition of collections and implements standard or logical solutions |
|--|--|---|

## Unit Mapping Information

| Code and title<br>current version                               | Code and title<br>previous version                               | Comments   | Equivalence status |
|---|--|--|--------------------|
| CUACNM201<br>Monitor collections<br>for changes in<br>condition | CULCNM201A<br>Monitor collections<br>for changes in<br>condition | Updated to meet<br>Standards for<br>Training Packages<br>and clarify intent. | Equivalent unit    |

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

## Assessment Requirements for CUACNM201 Monitor collections for changes in condition

### Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package version 2.0. |

### Performance Evidence

Evidence of the ability to:

- undertake regular, thorough and timely checks of collections to observe and report on their condition
- follow workplace procedures in relation to monitoring collections for changes in condition
- identify threats to collections and take prompt remedial action according to workplace procedures
- report potential or actual change or damage to collection within scope of responsibility, or escalate as appropriate.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

### Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline collection monitoring protocols
- describe the types of changes, anomalies, damage and deterioration that are likely to occur
- list common environmental conditions that affect collections and explain what adjustments could be made for each condition
- outline potential hazards and risks to collection material, buildings and personnel.

### Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in creative arts industry environments. The assessment environment must include access to:

- a collection to monitor
- relevant policy and procedures manuals

- interaction with relevant personnel.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

## CUA EVP201 Assist with the staging of public activities and events

### Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package version 2.0. |

### Application

This unit describes the skills and knowledge required to complete a range of tasks associated with setting up and staging public activities and events.

It applies to individuals who provide basic assistance at any type of public activity or event while under direct supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Cultural services - exhibitions and visitor programs

### Elements and Performance Criteria

| ELEMENT  | PERFORMANCE CRITERIA  |
|--|---|
| <i>Elements describe the essential outcomes.</i> | <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>  |
| 1. Prepare for public activities or events       | 1.1 Clarify and confirm event details and own role in set-up and staging of activity or event with supervisor<br>1.2 Confirm work plans, specific work requirements, and required resources with supervisor<br>1.3 Organise required resources within scope of own responsibility and required timeframes |
| 2. Undertake on-site                             | 2.1 Set up and maintain activities according to work plan and   |

| <b>ELEMENT</b>                 | <b>PERFORMANCE CRITERIA</b>  |
|--------------------------------|--|
| activities                     | requirements in consultation with supervisor and work colleagues<br>2.2 Participate in the delivery of activities as required in line with established procedures<br>2.3 Identify problems promptly and resolve within scope of individual responsibility or refer to supervisor |
| 3. Finalise on-site activities | 3.1 Pack up and clean up materials and site within required timeframes following health, safety and security procedures<br>3.2 Complete required documentation and submit to relevant personnel  |

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| <b>Skill</b>               | <b>Performance Criteria</b>  | <b>Description</b>   |
|----------------------------|------------------------------|--|
| Reading                    | 1.2, 3.1                     | <ul style="list-style-type: none"> <li>Interprets work instructions and requirements from key workplace information</li> </ul>   |
| Writing                    | 1.3, 2.1, 3.2                | <ul style="list-style-type: none"> <li>Records information in a sequential manner using clear and appropriate terminology</li> </ul>   |
| Oral Communication         | 1.1, 1.2, 2.1-2.4            | <ul style="list-style-type: none"> <li>Articulates clearly using language appropriate to environment and audience</li> <li>Uses listening and questioning techniques to clarify and confirm understanding of routine work issues</li> </ul>                                    |
| Numeracy                   | 1.2, 2.1                     | <ul style="list-style-type: none"> <li>Correctly interprets and follows numerical information in work plans, timelines and other documentation</li> </ul>  |
| Navigate the world of work | 2.4, 3.1                     | <ul style="list-style-type: none"> <li>Follows organisational procedures relevant to own role, seeking clarification when required</li> </ul>  |
| Interact with others       | 1.1, 1.2, 2.1, 2.4           | <ul style="list-style-type: none"> <li>Follows accepted communication practices and protocols for reporting matters to supervisors</li> </ul>  |
| Get the work done          | 1.1, 1.3, 2.1, 2.4, 3.1, 3.2 | <ul style="list-style-type: none"> <li>Follows clearly defined instructions and sequencing, and monitors own progress in meeting requirements, seeking assistance when necessary</li> <li>Responds to predictable routine problems according to required procedures</li> </ul> |



## Unit Mapping Information

| <b>Code and title<br/>current version</b>                         | <b>Code and title<br/>previous version</b>                              | <b>Comments</b>   | <b>Equivalence status</b> |
|---|---|---|---------------------------|
| CUAEVP201 Assist with the staging of public activities and events | CULEVP201A Assist with the presentation of public activities and events | Updated to meet Standards for Training Packages<br>Change to unit title.<br>Minor edits to performance criteria and elements to clarify intent. | Equivalent Unit           |

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

## Assessment Requirements for CUA EVP201 Assist with the staging of public activities and events

### Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package version 2.0. |

### Performance Evidence

Evidence of the ability to:

- identify own role and responsibilities in the set-up, maintenance and clean-up of public activity or event, and clarify with supervisor where necessary
- organise required resources in line with established work instructions
- undertake set-up, maintenance and clean-up activities safely and efficiently according to established work plan and procedures, and within required timeframes
- resolve or refer problems identified during work activities as required
- complete and submit documentation in line with work instructions and workplace procedures.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

### Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain key features of different types of public activities and events
- outline roles and responsibilities of key team members in the set-up and operation of public activities and events
- outline key procedures and practices required in the set-up, maintenance and clean-up of public activities and events, including
  - emergency procedures relevant to the work context
  - safe work practices relevant to public activities and events
  - security requirements relevant to public activities and events.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in creative arts industry environments. The assessment environment must include access to:

- a location in which events or activities take place
- an activity or event on which the candidate can work
- interaction with others involved in staging a public activity or event.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

## CUA EVP403 Install and dismantle exhibition elements

### Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package version 2.0. |

### Application

This unit describes the skills and knowledge required to install and dismantle the physical elements of permanent and temporary exhibitions. It involves working in line with established exhibition plans and procedures.

It applies to individuals who work under guidance and supervision as exhibition venue staff or independent exhibition contractors in both business and community environments.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Cultural services - exhibitions and visitor programs

### Elements and Performance Criteria

| ELEMENT  | PERFORMANCE CRITERIA   |
|--|--|
| <i>Elements describe the essential outcomes.</i> | <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>   |
| 1. Confirm exhibition specifications             | 1.1 Review exhibition documentation and confirm requirements with relevant personnel<br>1.2 Identify materials, equipment and resources required for exhibitions with the assistance of relevant personnel<br>1.3 Confirm procedures and responsibilities for handling collection material, and installing and dismantling exhibitions<br>1.4 Establish an agreed project timeline with stakeholders |

| <b>ELEMENT</b>                             | <b>PERFORMANCE CRITERIA</b>  |
|--|--|
| 2. Prepare exhibition sites                | <p>2.1 Confirm site alterations are made in response to installation purposes</p> <p>2.2 Ensure site is suitable and secure according to technical specifications</p> <p>2.3 Complete or organise on-site construction as required</p>   |
| 3. Position and remove exhibition elements | <p>3.1 Install and dismantle exhibition elements according to exhibition requirements, available floor plans, and safety and security requirements</p> <p>3.2 Pack, unpack, handle and move physical elements according to agreed plans, within required timeframes, and in line with scope of individual responsibility</p> <p>3.3 Use safe manual handling techniques consistent with organisational procedures respecting the integrity of exhibition elements</p> <p>3.4 Identify and resolve problems promptly within scope of own role</p> |
| 4. Finalise process                        | <p>4.1 Clear and clean work areas according to organisational procedures, and safe and sustainable work practices</p> <p>4.2 Return elements safely to appropriate locations according to exhibition documentation and plans</p> <p>4.3 Follow required recordkeeping procedures regarding installing and dismantling exhibition elements</p>  |

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| <b>Skill</b>       | <b>Performance Criteria</b> | <b>Description</b>  |
|--------------------|-----------------------------|---|
| Reading            | 1.1, 1.2, 2.2, 4.2, 4.3     | <ul style="list-style-type: none"> <li>Comprehends information in a variety of procedures, drawings, work plans and exhibition documentation to determine requirements</li> </ul> |
| Writing            | 4.3                         | <ul style="list-style-type: none"> <li>Uses industry-related terminology to complete required workplace documentation</li> </ul>  |
| Oral communication | 1.1, 1.4                    | <ul style="list-style-type: none"> <li>Interacts effectively in verbal exchanges, using active listening and questioning, to convey and clarify information</li> </ul>            |

|                            |                                       |   |
|----------------------------|---------------------------------------|---|
| Numeracy                   | 1.1, 3.1, 3.2, 4.2                    | <ul style="list-style-type: none"> <li>Interprets mathematical information embedded in floor plans and other documentation</li> <li>Uses basic arithmetic to count items and calculate measurements and time</li> </ul> |
| Navigate the world of work | 1.3, 2.2, 3.1-3.3, 4.1-4.3            | <ul style="list-style-type: none"> <li>Understands responsibilities and boundaries of own role</li> <li>Complies with policies, procedures and regulatory requirements</li> </ul>                                       |
| Interact with others       | 1.1, 1.4                              | <ul style="list-style-type: none"> <li>Cooperates with others and contributes to work practices where joint outcomes are expected and deadlines are to be met</li> </ul>  |
| Get the work done          | 1.1-1.4, 2.1, 2.3, 3.1, 3.2, 3.4, 4.3 | <ul style="list-style-type: none"> <li>Plans, organises and completes required tasks according to procedures</li> <li>Identifies problems and takes appropriate action to resolve them</li> </ul>                       |

## Unit Mapping Information

| Code and title<br>current version                    | Code and title<br>previous version                   | Comments   | Equivalence status |
|--|--|--|--------------------|
| CUA EVP403 Install and dismantle exhibition elements | CULEVP403A Install and dismantle exhibition elements | Updated to meet Standards for Training Packages and clarify intent. Minor edits to elements. | Equivalent Unit    |

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

# Assessment Requirements for CUA EVP403 Install and dismantle exhibition elements

## Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package version 2.0. |

## Performance Evidence

Evidence of the ability to:

- identify exhibition requirements and confirm procedures and processes for installation and dismantling with relevant people
- work with others to prepare exhibition by agreed timelines, including:
  - confirming that the site has been prepared
  - installing and dismantling exhibition elements according to requirements
  - packing, unpacking, handling and moving physical elements of exhibitions with care
  - using safe manual handling techniques
  - identifying and resolving or referring problems to others
- follow procedures for recordkeeping, cleaning and returning elements.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify different exhibition components relevant to the work or industry context
- explain typical processes for installing and dismantling an exhibition
- outline roles and responsibilities of personnel involved in staging exhibitions
- explain packing materials and techniques used for a range of exhibition elements
- identify tools commonly used for installing and dismantling exhibitions
- explain key features of organisational procedures, guidelines and requirements relating to installing and dismantling exhibition elements:
  - cleaning
  - purchasing required supplies
  - record-keeping

- security issues when work is underway
- storage of packaging materials
- work health and safety requirements
- waste disposal.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in creative arts industry environments. The assessment environment must include access to:

- plans and other exhibition documentation
- physical exhibition elements
- a venue to install or dismantle
- interaction with others.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>



# CUAEVP501 Coordinate the installation and dismantling of exhibitions

## Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package version 2.0. |

## Application

This unit describes the skills and knowledge required to organise and monitor the installation and dismantling of physical exhibition elements.

It applies to individuals who work as exhibition venue staff or independent exhibition contractors in many different contexts in both business and community environments. They tend to be autonomous, and may be required to lead and manage a team and consult with various exhibition stakeholders.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Cultural services - exhibitions and visitor programs

## Elements and Performance Criteria

| ELEMENT  | PERFORMANCE CRITERIA   |
|--|--|
| <i>Elements describe the essential outcomes.</i> | <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>   |
| 1. Identify physical resource requirements       | 1.1 Review exhibition documentation to determine the scope and type of exhibition elements required<br>1.2 Confirm budget and resources required for exhibitions<br>1.3 Provide appropriate input into the overall planning of exhibitions |

| ELEMENT   | PERFORMANCE CRITERIA   |
|---|--|
|   | 1.4 Check inventory to determine availability of physical resources<br>1.5 Order additional resources as required and according to organisational procedures and budgetary guidelines<br>1.6 Assess the need for specialist or external assistance and where required organise according to organisational procedures  |
| 2. Plan the installation and dismantling of exhibitions | 2.1 Liaise with exhibition personnel to determine the most effective sequence for installing and dismantling exhibitions<br>2.2 Document plans for installation or dismantling according to organisational procedures<br>2.3 Confirm availability of resources in advance of installation and dismantling<br>2.4 Organise physical resources   |
| 3. Coordinate operations                                | 3.1 Provide clear instructions to relevant personnel in relation to installation or dismantling to ensure safety and avoid damage to physical elements<br>3.2 Monitor operations to ensure that work is carried out according to instructions and within required budget and timeframes<br>3.3 Deal with problems that arise in ways that minimise disruption to work operations and schedules<br>3.4 Organise appropriate storage and security of exhibition elements, including valuable items and hazardous materials |
| 4. Complete exhibition operations                       | 4.1 Complete relevant exhibition documentation and reports and forward to relevant personnel as required<br>4.2 Seek feedback from stakeholders and team members about ways to improve processes<br>4.3 Identify aspects of operations that worked well and ways to enhance those aspects in future projects   |

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill | Performance Criteria | Description |
|-------|----------------------|-------------|
|       |                      |             |

|                            |                                      |   |
|----------------------------|--------------------------------------|---|
| Reading                    | 1.1, 1.4                             | <ul style="list-style-type: none"> <li>Gathers and interprets information in a variety of procedures, drawings, work plans and exhibition documentation to determine and meet requirements</li> </ul>   |
| Writing                    | 2.2, 4.1                             | <ul style="list-style-type: none"> <li>Develops textual information for a specific audience using clear and detailed language and numerical data to convey information, requirements and recommendations</li> </ul>   |
| Oral communication         | 1.6, 2.1, 3.1, 4.2                   | <ul style="list-style-type: none"> <li>Interacts effectively in verbal exchanges, using language and features appropriate to the audience and context</li> <li>Uses active listening and questioning skills to clarify information and to elicit the views and opinions of others</li> <li>Provides clear instructions to others</li> </ul>                                       |
| Numeracy                   | 1.2, 1.4, 1.5, 4.1                   | <ul style="list-style-type: none"> <li>Uses mathematical skills to monitor project costs, budgets and timeframes</li> </ul>   |
| Navigate the world of work | 1.5, 1.6, 2.2, 3.1                   | <ul style="list-style-type: none"> <li>Understands and complies with organisational policies and procedures and regulatory requirements</li> </ul>  |
| Interact with others       | 1.6, 2.1, 3.1, 4.2                   | <ul style="list-style-type: none"> <li>Collaborates with others to achieve joint outcomes playing an active role in leading work operations</li> </ul>  |
| Get the work done          | 1.1-1.6, 2.1- 2.4, 3.2-3.4, 4.1, 4.3 | <ul style="list-style-type: none"> <li>Plans and schedules complex activities for self and others, taking responsibility for determining job priorities, resources and equipment</li> <li>Monitors progress of plans making adjustments when required and addresses problems that arise</li> <li>Uses problem-solving skills to identify and address issues that arise</li> </ul> |

## Unit Mapping Information

| Code and title current version   | Code and title previous version  | Comments  | Equivalence status |
|--|--|---|--------------------|
| CUA EVP501<br>Coordinate the installation and dismantling of exhibitions | CULEVP501A<br>Coordinate the installation and dismantling of exhibitions | Updated to meet Standards for Training Packages and clarify intent. | Equivalent Unit    |

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

# Assessment Requirements for CUA EVP501 Coordinate the installation and dismantling of exhibitions

## Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package version 2.0. |

## Performance Evidence

Evidence of the ability to:

- use documentation to determine exhibition elements, budget and resource requirements
- discuss and document plans for installation and dismantling of exhibitions
- instruct and supervise personnel who are installing and dismantling exhibition components to ensure safe handling of all elements
- organise and manage resources, storage and security of exhibition elements
- deal efficiently with disruptive issues that may arise in the context of installing and dismantling exhibitions
- complete required documentation and reports.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain organisational procedures, guidelines, processes and requirements relevant to the following exhibition installation and dismantling elements:
  - budget
  - inventory systems and procedures used for equipment and materials in the context of exhibitions
  - security
  - recordkeeping
  - technical procedures for handling physical elements, including artworks and historical objects
  - cleaning and waste disposal.
- discuss cultural protocols that could impact on installation and dismantling

- identify packing materials and techniques used for different types of exhibition elements
- list tools commonly used for installing and dismantling exhibitions and describe their safe use
- outline relevant organisational and legislative work health and safety requirements, including those that affect the allocation of work and the movement of physical elements
- outline roles and responsibilities of personnel involved in staging exhibitions
- list sources of exhibition equipment and supplies
- identify sources of specialist assistance relevant to the work context.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in creative arts industry environments. The assessment environment must include access to:

- an exhibition venue
- physical exhibition elements
- exhibition documentation
- organisational procedures
- interaction with others.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

## CUAFIM501 Source funding for projects

### Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package version 2.0. |

### Application

This unit describes the skills and knowledge required to raise money for a creative or artistic project.

It applies to individuals who determine the amount of funding required, locate likely funding sources, develop funding proposals and identify opportunities for future funding.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Finance – Financial management

### Elements and Performance Criteria

| ELEMENT  | PERFORMANCE CRITERIA  |
|--|---|
| <i>Elements describe the essential outcomes.</i> | <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>  |
| 1. Investigate funding opportunities for project | 1.1 Determine the scope and funding needs of project<br>1.2 Calculate optimum funding arrangements<br>1.3 Research potential funding sources and the activities they support, eligibility and selection processes |
| 2. Develop a funding proposal                    | 2.1 Summarise the proposed project, the purpose of funding and the amount sought<br>2.2 Determine project timelines and budget breakdown  |

| <b>ELEMENT</b>                                       | <b>PERFORMANCE CRITERIA</b>  |
|--|--|
|  | <p>2.3 Prepare funding documentation</p> <p>2.4 Collate additional materials and testimonials to support request for funding</p> <p>2.4 Arrange an independent review of funding proposal and seek tax and regulatory advice where necessary</p> <p>2.5 Prepare return on investment information for potential investors</p>   |
| 3. Pitch project and funding request                 | <p>3.1 Plan and document presentation approach and intended outcomes</p> <p>3.2 Choose presentation strategies, format and delivery methods that match the characteristics of the target audience</p> <p>3.3 Select presentation aids, materials and techniques that suit the format and purpose of the presentation</p> <p>3.4 Present proposal using persuasive communication techniques to secure audience interest</p> <p>3.5 Respond to audience questions on central ideas and concepts</p> <p>3.6 Evaluate presentation to identify strengths and weaknesses to inform subsequent presentations</p> |
| 4. Examine terms and conditions of potential funding | <p>4.1 Review funding agreement and clarify terms and conditions of funding</p> <p>4.2 Ascertain reporting requirements</p> <p>4.3 Establish processes to monitor compliance and report project progress</p>   |

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| <b>Skill</b> | <b>Performance Criteria</b> | <b>Description</b>  |
|--------------|-----------------------------|---|
| Learning     | 3.6                         | <ul style="list-style-type: none"> <li>• Uses self-evaluation to identify opportunities to improve own skills</li> </ul>  |
| Reading      | 1.1-1.3, 2.4, 4.1           | <ul style="list-style-type: none"> <li>• Recognises and interprets textual information to determine and define requirements</li> <li>• Organises, evaluates and critiques ideas and information from a number of sources</li> </ul> |



|                            |                                     |  |
|----------------------------|-------------------------------------|--|
| Writing                    | 2.1, 2.3, 2.5, 3.1, 3.4, 4.3        | <ul style="list-style-type: none"> <li>Uses specialised language to convey and request detailed information, and grammatical structure to support the purpose and document format</li> </ul>   |
| Oral Communication         | 2.4, 3.4, 3.5                       | <ul style="list-style-type: none"> <li>Elicits the view and opinion of others by using listening and questioning techniques</li> <li>Uses industry related and specific terminology to present information suitable to audience and environment</li> </ul>   |
| Numeracy                   | 1.2, 2.2, 2.3, 2.5, 4.1             | <ul style="list-style-type: none"> <li>Uses mathematical skills to estimate and develop structured funding plans</li> </ul>  |
| Navigate the world of work | 2.4, 4.2, 4.3                       | <ul style="list-style-type: none"> <li>Takes responsibility for meeting legal, regulatory and compliance requirements</li> </ul>   |
| Interact with others       | 2.4, 3.4, 3.5                       | <ul style="list-style-type: none"> <li>Follows accepted communication practices and protocols</li> <li>Uses effective interpersonal skills to build rapport, present concepts and seek feedback</li> </ul>   |
| Get the work done          | 1.1, 1.3, 2.2-2.4, 3.1-3.3, 4.1-4.3 | <ul style="list-style-type: none"> <li>Plans and prioritises a range of tasks to achieve outcomes efficiently and in a timely manner</li> <li>Uses problem solving techniques to analyse factors and make decisions about funding sources and proposals</li> <li>Uses appropriate digital tools and technologies to access, enter and present information</li> </ul> |

## Unit Mapping Information

| Code and title<br>current version     | Code and title<br>previous version     | Comments   | Equivalence status |
|---------------------------------------|--|--|--------------------|
| CUAFIM501 Source funding for projects | CUSFIM501A Secure funding for projects | <p>Updated to meet Standards for Training Packages.</p> <p>Title changed.</p> <p>Elements and performance criteria rewritten to clarify unit outcomes.</p> | Not equivalent     |

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

# Assessment Requirements for CUAFIM501 Source funding for projects

## Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package version 2.0. |

## Performance Evidence

Evidence of the ability to:

- research funding sources
- develop viable funding proposals
- prepare and deliver project pitch using effective presentation strategies and communication techniques
- interpret funding agreements.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain the range of potential funding sources and the channels through which they are publicised
- describe project proposal information required to support request for funding
- explain key features of a project pitch
- outline issues and challenges that typically arise in the context of securing funding for projects and how they might be overcome.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in creative arts industry environments. The assessment environment must include access to:

- appropriate sources of information to prepare and support funding proposals
- interaction with others to present funding proposal.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

## CUAFOH501 Manage front of house services

### Modification History

| Release   | Comments  |
|-----------|---|
| Release 2 | This version released with CUA Creative Arts and Culture Training Package version 2.0. Updated assessment conditions section. Updated modification history section to reflect changed name of training package. |
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package version 1.0.  |

### Application

This unit describes the performance outcomes, skills and knowledge required to manage front of house services at venues during performances or events.

Individuals who apply these skills are expected to display a high level of initiative, judgement and responsibility as they coordinate the set-up of venues prior to performances and manage on-site customer service.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Media and entertainment production – front of house

### Elements and Performance Criteria

| Elements   | Performance Criteria   |
|--|--|
| <i>Elements describe the essential outcomes.</i> | <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>   |
| 1. Supervise the set-up of venues                | <p>1.1 Liaise with relevant personnel and check that required front of house services have been arranged</p> <p>1.2 Check that all aspects of venue set-up, facilities and equipment minimise risk of injury to patrons and allow easy access for people</p> |

|                                     |  |
|-------------------------------------|--|
|                                     | <p>with disabilities</p> <p>1.3 Take prompt action to rectify situations that could potentially disrupt services during operating hours</p> <p>1.4 Provide briefings, as required, to personnel prior to opening venues</p> <p>1.5 Open venues at scheduled opening times</p>  |
| 2. Monitor front of house services  | <p>2.1 Monitor the provision of services and take prompt action to resolve problems as they arise</p> <p>2.2 Take responsibility for the resolution of escalated problems or complaints</p> <p>2.3 Greet VIP patrons and provide special assistance as required</p> <p>2.4 Make clear and accurate public announcements as required</p> <p>2.5 Liaise with back of house to maximise quality of service to patrons</p> <p>2.6 Assist with the workflow of service personnel as required</p> <p>2.7 Ensure that all work is undertaken according to safety and security procedures</p> <p>2.8 Close and secure venue according to organisational procedures</p> |
| 3. Evaluate front of house services | <p>3.1 Complete and distribute documentation relating to service operation, including management reports</p> <p>3.2 Involve team members in evaluations of front of house services and modify procedures as required</p> <p>3.3 Contribute to evaluations of venue services and implement recommendations aimed at improving overall effectiveness of front of house services</p>  |

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill   | Performance Criteria | Description  |
|---------|----------------------|--|
| Writing | 3.1                  | <ul style="list-style-type: none"> <li>Prepares workplace documentation and reports</li> </ul> |

|                            |   |  |
|----------------------------|---|--|
| Oral communication         | 1.1, 1.4, 2.2, 2.3<br>2.4, 2.5, 3.2, 3.3  | <ul style="list-style-type: none"> <li>• Seeks the views and opinions of others</li> <li>• Obtains information by listening and questioning</li> <li>• Discusses ideas and solutions</li> <li>• Uses clear language to contribute information and express requirements</li> </ul>  |
| Navigate the world of work | 1.5, 2.7, 2.8   | <ul style="list-style-type: none"> <li>• Works independently and collectively with a strong sense of responsibility for goals, plans, decisions and outcomes</li> <li>• Identifies changes that would improve collective outcomes</li> <li>• Takes responsibility for ensuring that workplace procedures are followed</li> </ul>   |
| Interact with others       | 1.1, 1.4, 2.2, 2.3<br>2.4, 2.5, 2.6,<br>3.1, 3.2, 3.3                                 | <ul style="list-style-type: none"> <li>• Adapts tone and language as required to resolve misunderstandings</li> <li>• Uses language, tone and non-verbal behaviour appropriate for interacting with people from a range of social and cultural backgrounds</li> <li>• Builds rapport in order to establish effective work relationships</li> </ul>   |
| Get the work done          | 1.1, 1.2, 1.3,<br>1.4, 1.5, 2.1,<br>2.2, 2.3, 2.4,<br>2.5, 2.6, 2.8,<br>3.1, 3.2, 3.3 | <ul style="list-style-type: none"> <li>• Systematically monitors the functioning of all aspects of front of house services</li> <li>• Responds to problems requiring immediate attention, drawing on past experience to devise solutions</li> <li>• Recognises the potential of new approaches to enhance work practices</li> <li>• Implements improvements based on outcome of evaluations of front of house services</li> <li>• Uses standard word processing and spreadsheet applications to prepare workplace documentation</li> </ul> |

## Unit Mapping Information

| Code and title<br>current version              | Code and title<br>previous version             | Comments  | Equivalence status |
|--|--|---|--------------------|
| CUAFOH501<br>Manage front of<br>house services | CUAFOH501<br>Manage front of<br>house services | Updated assessment<br>conditions section.<br>Updated modification | Equivalent unit    |

| <b>Code and title<br/>current version</b> | <b>Code and title<br/>previous version</b> | <b>Comments</b>  | <b>Equivalence status</b> |
|---|--|--|---------------------------|
| (Release 2)                               | (Release 1)                                | history section to reflect changed name of training package. |                           |

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>



# Assessment Requirements for CUAFOH501 Manage front of house services

## Modification History

| Release   | Comments  |
|-----------|---|
| Release 2 | This version released with CUA Creative Arts and Culture Training Package version 2.0. Updated assessment conditions section. Updated modification history section to reflect changed name of training package. |
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package version 1.0.  |

## Performance Evidence

Evidence of the ability to:

- manage the following front of house services on at least two occasions:
  - all aspects of preparing a venue
  - briefing and supervising staff
  - closing a venue
- resolve problems that typically arise in the context of managing front of house services
- work cooperatively with others.

Note: If a specific volume or frequency is not stated, then evidence must be provided for each of the above points at least once.

## Knowledge Evidence

To complete the unit requirements the individual must:

- suggest ways to address issues and challenges that typically arise in the context of managing front of house services
- explain operational procedures for the following front of house services:
  - box office
  - cloakroom
  - food and beverage outlets

- merchandising store or stand
- explain organisational policies and procedures in relation to:
  - emergency evacuation
  - incident reporting
  - refunds and exchanges
  - staff reporting mechanisms
  - venue opening and closing.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in creative arts industry environments. The assessment environment must include access to a venue and a team of operational front of house personnel.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

## CUAIND202 Develop and apply knowledge of information and cultural services organisations

### Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package version 2.0. |

### Application

This unit describes the skills and knowledge required to source, update and maintain knowledge of information or cultural services organisations.

It applies to individuals who provide a support role in organisations such as libraries, information services, galleries, museums, archives or records management.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Industry capability - industry context

### Elements and Performance Criteria

| ELEMENT  | PERFORMANCE CRITERIA   |
|--|--|
| <i>Elements describe the essential outcomes.</i> | <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>   |
| 1. Source and collect information                | 1.1 Locate information, using relevant sources and within required timeframes, on the different types of information and cultural services<br>1.2 Identify key organisations and collect information about the role and key services they provide seeking the support of relevant personnel where required<br>1.3 Identify other industries with which information and cultural services may have a relationship |

| ELEMENT                            | PERFORMANCE CRITERIA   |
|------------------------------------|--|
|                                    | 1.4 Organise collected information   |
| 2. Update and maintain information | <p>2.1 Review industry information on an ongoing basis to ensure currency</p> <p>2.2 Identify trends and emerging technologies relevant to information and cultural services sectors</p> <p>2.3 Locate key information on employment and volunteer opportunities and conditions in information and cultural services and share with colleagues</p> |
| 3. Finalise process                | <p>3.1 Store collected and updated information in an easily accessible and retrievable format</p> <p>3.2 Apply collected information to job role or when seeking employment opportunities</p> <p>3.3 Seek feedback on information gathering process and note areas for future improvement</p>  |

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill                      | Performance Criteria    | Description   |
|----------------------------|-------------------------|---|
| Reading                    | 1.1, 1.2, 1.4, 2.2, 2.3 | <ul style="list-style-type: none"> <li>Identifies the main points in information about opportunities, conditions or requirements</li> <li>Interprets information to identify possible links to own information needs</li> </ul>     |
| Writing                    | 1.2, 1.3                | <ul style="list-style-type: none"> <li>Records routine content using required formats and clear language</li> <li>Updates and maintains workplace files according to requirements</li> </ul>  |
| Oral Communication         | 1.2, 2.4                | <ul style="list-style-type: none"> <li>Participates in straightforward discussions regarding information, using appropriate vocabulary and style</li> <li>Confirms instructions and asks questions to elicit information</li> </ul> |
| Navigate the world of work | 3.2                     | <ul style="list-style-type: none"> <li>Identifies skill and knowledge requirements for current or potential job roles</li> </ul>  |
| Interact with              | 1.2, 2.3, 2.4           | <ul style="list-style-type: none"> <li>Initiates interactions with others and responds</li> </ul>   |

|                   |  |   |
|-------------------|--|---|
| others            |  | <p>appropriately</p> <ul style="list-style-type: none"> <li>• Contributes to work discussions using accepted conventions</li> </ul>   |
| Get the work done | 1.1, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2 | <ul style="list-style-type: none"> <li>• Plans and implements routine tasks and own workload making limited decisions on sequencing, timing and collaboration</li> <li>• Uses digital technology for basic reading, recording and searching information, and for communications following routine procedures</li> </ul> |

## Unit Mapping Information

| Code and title current version  | Code and title previous version  | Comments  | Equivalence status |
|---|--|---|--------------------|
| CUAIND202<br>Develop and apply knowledge of information and cultural services organisations | CULIND201A<br>Develop and apply knowledge of information and cultural services | Updated to meet Standards for Training Packages and clarify intent. Change to unit title. Minor edits to elements and performance criteria. | Equivalent unit    |

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

# Assessment Requirements for CUAIND202 Develop and apply knowledge of information and cultural services organisations

## Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package version 2.0. |

## Performance Evidence

Evidence of the ability to:

- locate and organise key information about the role and main services of organisations providing information and cultural services
- access and retrieve collected information and use it in a job role or to seek employment in the field.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify information and cultural services organisations and outline their main role in communities
- identify roles in selected information and cultural services organisations and describe skills and knowledge required
- outline typical working conditions in information and cultural services organisations.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in creative arts industry environments. The assessment environment must include access to:

- a range of current industry information sources
- appropriate technology to research and apply industry information.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

## CUAIND402 Provide freelance services

### Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package version 2.0. |

### Application

This unit describes the skills and knowledge required to work as an independent operator within the creative arts industry.

It applies to individuals who use a high level of self-motivation and discipline, and an entrepreneurial attitude when pursuing work opportunities. They are engaged for specific projects and are responsible for promoting themselves to potential clients, negotiating their own contracts and managing their business affairs.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Industry Capability – Industry Context

### Elements and Performance Criteria

| ELEMENT  | PERFORMANCE CRITERIA   |
|--|--|
| <i>Elements describe the essential outcomes.</i> | <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>   |
| 1. Promote self to potential clients             | 1.1 Establish, follow up and regularly maintain industry contacts<br>1.2 Participate in and maintain relevant industry, employer and other networks<br>1.3 Identify and implement strategies to enhance a professional reputation<br>1.4 Produce material about the services provided and promote across |



| ELEMENT   | PERFORMANCE CRITERIA  |
|---|---|
|   | a range of media outlets and platforms  |
| 2. Negotiate work arrangements                      | <p>2.1 Establish clear project outcomes with client and agree on fees, schedules and expenses</p> <p>2.2 Confirm contracts or agreements contain payment terms and conditions that provide a viable cash flow</p> <p>2.3 Confirm contracts or agreements include obligations of all parties and include a process for varying terms and conditions</p> <p>2.4 Seek specialist advice to review contracts or agreements before signing, if appropriate</p> <p>2.5 Store signed contracts or agreements securely for future reference</p> <p>2.6 Adapt to client work demands without compromising ethics or reputation</p> <p>2.7 Negotiate contract or agreement variations as required</p> |
| 3. Manage financial and business aspects of service | <p>3.1 Set up and use effective systems for managing budgets, finance, taxation and project documents, seeking expert advice and support where necessary</p> <p>3.2 Set a realistic fee structure for services provided</p> <p>3.3 Plan and maintain a viable work schedule and cash flow outlined in a business plan</p> <p>3.4 Send invoices in line with payment terms and conditions and promptly follow up any non-payments</p> <p>3.5 Keep accurate and up-to-date financial accounts and records</p> <p>3.6 Submit all taxation documents, using an accountant if necessary</p> <p>3.7 Comply with business regulations, taxation and insurance requirements</p>                     |
| 4. Undertake strategic planning                     | <p>4.1 Implement strategies to identify work opportunities and risks</p> <p>4.2 Identify and act on opportunities to expand the client base, either alone or in partnership with others</p> <p>4.3 Seek constructive feedback about work performance from clients and other relevant people to improve work practices</p> <p>4.4 Identify opportunities for ongoing professional development and ensure skills and knowledge keep pace with industry developments</p> <p>4.5 Regularly review and set realistic work objectives measured against quality of life, artistic and commercial goals</p> <p>4.6 Identify risk factors and take action to minimise when planning</p>              |

| ELEMENT | PERFORMANCE CRITERIA |
|---------|----------------------|
|         | work activities      |

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill                      | Performance Criteria                                 | Description   |
|----------------------------|--|---|
| Learning                   | 4.4  | <ul style="list-style-type: none"> <li>Actively pursues opportunities to update skills and knowledge</li> </ul>   |
| Reading                    | 1.2, 1.3, 2.1-2.5, 2.7, 3.1, 3.3, 3.5, 3.6, 3.7, 4.5 | <ul style="list-style-type: none"> <li>Interprets and comprehends texts with complex ideas and unfamiliar vocabulary</li> </ul>   |
| Writing                    | 1.2, 1.4, 2.1, 2.7, 3.2, 3.3, 3.5, 4.5               | <ul style="list-style-type: none"> <li>Creates a range of documents matching format and style of writing to purpose and audience</li> </ul>   |
| Oral Communication         | 1.1, 1.2, 2.1-2.4, 2.6, 2.7, 3.1, 4.2, 4.3           | <ul style="list-style-type: none"> <li>Explains ideas and requirements clearly using specific and relevant language,</li> <li>Uses listening and questioning techniques to confirm understanding</li> <li>Applies appropriate communication strategies to extract main ideas and express ideas during discussions</li> </ul>      |
| Numeracy                   | 2.1, 2.2, 3.1, 3.2, 3.7                              | <ul style="list-style-type: none"> <li>Extracts, evaluates and applies mathematical information embedded in a range of texts</li> <li>Uses mathematical skills to develop and monitor budgets, financial and work recordkeeping systems</li> </ul>  |
| Navigate the world of work | 1.1-1.4, 2.1-2.3, 3.1, 3.7, 4.1, 4.5                 | <ul style="list-style-type: none"> <li>Follows regulatory, taxation and insurance requirements</li> <li>Uses a systematic process for developing career, identifying and researching employment options and updating skills</li> <li>Considers personal ethics, work and personal commitments in conducting activities</li> </ul> |
| Interact with others       | 1.1, 1.2, 2.1-2.4, 2.6, 2.7, 3.1, 4.2, 4.3           | <ul style="list-style-type: none"> <li>Selects and uses appropriate communication practices and protocols in a broad range of contexts, including job interviews and negotiations with appropriate personnel</li> </ul>   |
| Get the work               | 2.5-2.7, 3.1, 3.4-3.6,                               | <ul style="list-style-type: none"> <li>Plans, organises and implements systems to manage</li> </ul>   |

|      |               |   |
|------|---------------|---|
| done | 4.1, 4.2, 4.6 | <p>costs, maximise income and be proactive in promotional activities</p> <ul style="list-style-type: none"> <li>• Makes decision directly related to own career that take into account legal requirements, personal work ethic and reputation</li> <li>• Uses digital technologies to find and store information</li> </ul> |
|------|---------------|---|

## Unit Mapping Information

| Code and title<br>current version    | Code and title<br>previous version               | Comments  | Equivalence status |
|--------------------------------------|--|---|--------------------|
| CUAIND402 Provide freelance services | CUFIND401A Provide services on a freelance basis | <p>Updated to meet Standards for Training Packages.</p> <p>Title changed. Minor edits to elements and performance criteria.</p> | Equivalent unit    |

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

# Assessment Requirements for CUAIND402 Provide freelance services

## Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package version 2.0. |

## Performance Evidence

Evidence of the ability to:

- participate in industry networks and develop a dynamic list of industry contacts
- prepare resume and self-promotional materials and circulate using a variety of media outlets and platforms
- prepare a business plan that identifies a fee structure and work schedule to maintain a viable cash flow
- negotiate service contracts or agreements
- develop and maintain an effective financial and document records system
- develop and revise a strategic plan that identifies business opportunities and risks
- seek constructive feedback to identify professional development needs and opportunities
- review work objectives measured against quality of life, artistic and commercial goals.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify industry network opportunities for freelance services in screen and media industries
- identify professional expertise and services available to advise and support freelance services
- identify media outlets and platforms that may be relevant for promotional purposes
- identify sources of information about regulatory, taxation, insurance and other business requirements in relation to offering freelance services.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in creative arts industry environments. The assessment environment must include access to:

- relevant personnel
- access to information on legislation and codes of practice for freelancer services in the screen and media industries.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

# CUALGT201 Develop basic lighting skills and knowledge

## Modification History

| Release   | Comments  |
|-----------|---|
| Release 2 | This version released with CUA Creative Arts and Culture Training Package version 2.0. Updated assessment conditions section. Updated modification history section to reflect changed name of training package. |
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package version 1.0.  |

## Application

This unit describes the performance outcomes, skills and knowledge required to complete basic lighting tasks in a range of production contexts.

It applies to individuals assisting with lighting operations in the screen, media, entertainment and events industries. At this level, they are working under the direct supervision of experienced lighting technicians and operating equipment at a basic level.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Unit Sector

Media and entertainment production – lighting

## Elements and Performance Criteria

| Elements   | Performance Criteria   |
|--|--|
| <i>Elements describe the essential outcomes.</i> | <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>   |
| 1. Prepare for lighting tasks                    | 1.1 Confirm work requirements with relevant personnel with reference to lighting plans and types of lights required, including automated lighting<br>1.2 Sort lights and lighting equipment in preparation for set-up, |

|                                   |   |
|-----------------------------------|---|
|                                   | <p>ensuring appropriate handling of heavy but delicate equipment and taking account of equipment differences</p> <p>1.3 Identify the appropriate cables and connectors to use with different lighting components</p> <p>1.4 Identify appropriate rigging and positioning points and assist with rigging lights as required</p> <p>1.5 Cut and label lighting gel appropriately and according to organisational procedures</p> <p>1.6 Confirm that available power is sufficient for power requirements of system</p>  |
| 2. Complete lighting tasks        | <p>2.1 Use lighting desk to bring up channels for focusing, adjustment and other operations</p> <p>2.2 Safely power up dimmers and set up patch system</p> <p>2.3 Attach light beam control accessories so that use of lights complies with instructions and procedures</p> <p>2.4 Apply safe manual-handling techniques when rolling, unrolling and storing cables</p> <p>2.5 Identify problems with equipment promptly and take action within the scope of own responsibility or report to relevant personnel</p> <p>2.6 Check and replace spares and consumables and ensure production equipment is ready and available to productions at specified locations</p> <p>2.7 Communicate appropriately with relevant personnel, clients or the public during the completion of tasks</p> |
| 3. Complete post-production tasks | <p>3.1 Store lighting gel, lamps and other lighting equipment according to organisational procedures</p> <p>3.2 Perform routine check of lamps and report repair and maintenance issues to relevant personnel</p>   |

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill | Performance Criteria | Description |
|-------|----------------------|-------------|
|-------|----------------------|-------------|

|                            |   |  |
|----------------------------|---|--|
| Reading                    | 1.1   | <ul style="list-style-type: none"> <li>Applies an understanding of scale, lighting symbols and notation conventions when interpreting lighting plans</li> </ul>  |
| Oral communication         | 1.1, 2.5, 2.7, 3.2  | <ul style="list-style-type: none"> <li>Obtains information by listening and questioning</li> </ul>   |
| Numeracy                   | 1.2, 1.6, 2.1   | <ul style="list-style-type: none"> <li>Counts and sorts equipment</li> <li>Uses numerically-based controls on equipment</li> <li>Calculates power loadings (amperage)</li> </ul>   |
| Navigate the world of work | 1.5, 2.3, 2.4, 2.5, 3.1, 3.2  | <ul style="list-style-type: none"> <li>Follows safety and workplace procedures in relation to assigned duties</li> <li>Understands and completes main tasks and responsibilities, within the boundaries of own role</li> </ul>   |
| Interact with others       | 1.1, 2.5, 2.7, 3.2  | <ul style="list-style-type: none"> <li>Works collaboratively to complete lighting tasks</li> </ul>   |
| Get the work done          | 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2 | <ul style="list-style-type: none"> <li>Plans and completes routine tasks</li> <li>Recognises and responds to predictable routine problems related to own role</li> <li>Seeks assistance when problems are beyond immediate responsibilities or experience</li> <li>Operates lighting desks at a basic level</li> </ul> |

## Unit Mapping Information

| Code and title<br>current version                                    | Code and title<br>previous version                                | Comments  | Equivalence status |
|--|---|---|--------------------|
| CUALGT201<br>Develop basic lighting skills and knowledge (Release 2) | CUALGT201 Develop basic lighting skills and knowledge (Release 1) | Updated assessment conditions section.<br>Updated modification history section to reflect changed name of training package. | Equivalent unit    |

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>





# Assessment Requirements for CUALGT201 Develop basic lighting skills and knowledge

## Modification History

| Release   | Comments  |
|-----------|---|
| Release 2 | This version released with CUA Creative Arts and Culture Training Package version 2.0. Updated assessment conditions section. Updated modification history section to reflect changed name of training package. |
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package version 1.0.  |

## Performance Evidence

Evidence of the ability to:

- complete a range of lighting tasks safely and according to instructions
- apply knowledge to work activities of key features and purpose of lighting equipment and accessories
- use lighting terminology correctly
- work collaboratively.

Note: If a specific volume or frequency is not stated, then evidence must be provided for each of the above points at least once.

## Knowledge Evidence

To complete the unit requirements the individual must:

- describe the general scope and potential of lighting operations in different production contexts
- explain the following aspects of electrical power:
  - watts
  - amps
  - kilowatts
- describe the general features of lanterns and accessories, dimmers and control systems

- describe beam angles, throws and the functions of common lamps
- describe the roles and responsibilities of lighting technicians in different contexts
- describe different types of automated lights and any special operational requirements
- describe standard requirements for storing of lighting equipment
- explain basic work health and safety procedures in relation to handling and operating lighting equipment and accessories.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in creative arts industry environments. The assessment environment must include access to productions that require lighting.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

## CUALGT301 Operate basic lighting

### Modification History

| Release   | Comments  |
|-----------|---|
| Release 2 | This version released with CUA Creative Arts and Culture Training Package version 2.0. Updated assessment conditions section. Updated modification history section to reflect changed name of training package. |
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package version 1.0.  |

### Application

This unit describes the performance outcomes, skills and knowledge required to plot, record, modify and operate standard lighting cues on lighting consoles typically used in small-scale productions and events.

At this level, individuals are required to use some discretion and judgement and operate under broad supervision within an established framework of plans and procedures.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Media and entertainment production – lighting

### Elements and Performance Criteria

| Elements   | Performance Criteria  |
|--|---|
| <i>Elements describe the essential outcomes.</i> | <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>  |
| 1. Prepare for lighting operations               | 1.1 In consultation with relevant personnel, clarify scope of own role in lighting operations<br>1.2 Ensure that working area is clear and properly illuminated, that relevant documentation is easily accessible, and that |

|                                   |  |
|-----------------------------------|--|
|                                   | <p>communication equipment is ready for use</p> <p>1.3 Power up dimmers, control desk and control desk peripherals using safe work practices</p> <p>1.4 Perform lamp checks and test functionality and safety of venue lighting</p> <p>1.5 Test lights and accessories and other lighting elements to ensure all items are in working order</p>  |
| 2. Plot and operate lighting cues | <p>2.1 Test line of sight needed for visual cues for feasibility during performance</p> <p>2.2 Follow standard procedures to record cues in line with instructions and within agreed timeframes</p> <p>2.3 Play and time groups and sub-groups of recorded cues in correct sequence</p> <p>2.4 Document recorded lighting cues in an appropriate format and make a hard or electronic backup copy of recorded information</p> <p>2.5 Modify cues according to instructions and update documentation</p> <p>2.6 Establish suitable backup lighting states to be used if recorded cues fail to operate</p> <p>2.7 Check channel inputs and outputs for continuity and patching</p> <p>2.8 Action cues during shows in line with directions and production requirements</p> |
| 3. Conduct basic troubleshooting  | <p>3.1 Identify problems with equipment promptly and take appropriate action, or refer to relevant personnel as required</p> <p>3.2 Assess the need for remedial action, taking into consideration safety issues and the need for minimal disruption to performances</p> <p>3.3 Follow manufacturer's diagnostic and remedial procedures as required</p> <p>3.4 Liaise with relevant personnel to identify backup alternatives if faults cannot be rectified before next production deadline</p>   |
| 4. Complete post-show procedures  | <p>4.1 Seek clearance to execute power down and disassemble equipment safely</p> <p>4.2 Pack and store equipment and accessories according to safety regulations and production requirements</p> <p>4.3 Check hired equipment against inventory before packing and report lost or damaged equipment to relevant personnel</p> <p>4.4 Pack lighting equipment for transit as required</p> <p>4.5 Clean work environment after use and restore environment to</p>  |

|  |   |
|--|---|
|  | <p>previous condition</p> <p>4.6 Seek feedback from relevant personnel on own work performance and note areas for improvement</p> |
|--|---|

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill                      | Performance Criteria   | Description   |
|----------------------------|--|---|
| Learning                   | 4.6  | <ul style="list-style-type: none"> <li>Seeks the views of others to identify ways to improve own performance</li> </ul>   |
| Reading                    | 3.3, 4.3   | <ul style="list-style-type: none"> <li>Interprets service documentation and manuals</li> </ul>  |
| Writing                    | 2.4, 2.5, 4.6  | <ul style="list-style-type: none"> <li>Completes documentation in relation to plotting and operating lighting cues</li> </ul>   |
| Oral communication         | 1.1, 2.8, 3.1, 3.4, 4.3, 4.6   | <ul style="list-style-type: none"> <li>Obtains information by listening and questioning</li> </ul>  |
| Numeracy                   | 2.3  | <ul style="list-style-type: none"> <li>Completes simple mathematical calculations and recalls numbers for channel selection on lighting desks</li> </ul>  |
| Navigate the world of work | 1.2, 3.1, 4.1, 4.2, 4.5  | <ul style="list-style-type: none"> <li>Follows workplace protocols and safety procedures</li> <li>Understands and completes main tasks and responsibilities, within the boundaries of own role</li> </ul>   |
| Interact with others       | 1.1, 2.8, 3.1, 3.4, 4.3, 4.6   | <ul style="list-style-type: none"> <li>Works collaboratively with those involved in staging shows or events</li> </ul>  |
| Get the work done          | 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 4.5 | <ul style="list-style-type: none"> <li>Adopts a methodical and logical approach to completing basic lighting tasks</li> <li>Meets work deadlines</li> <li>Operates basic digital lighting equipment</li> <li>Takes responsibility for addressing predictable, and some less predictable, problems in basic lighting operations</li> </ul> |

## Unit Mapping Information

| Code and title<br>current version                  | Code and title<br>previous version                 | Comments  | Equivalence status |
|--|--|---|--------------------|
| CUALGT301<br>Operate basic<br>lighting (Release 2) | CUALGT301 Operate<br>basic lighting<br>(Release 1) | Updated assessment<br>conditions section.<br>Updated modification<br>history section to<br>reflect changed name<br>of training package. | Equivalent unit    |

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

# Assessment Requirements for CUALGT301 Operate basic lighting

## Modification History

| Release   | Comments  |
|-----------|---|
| Release 2 | This version released with CUA Creative Arts and Culture Training Package version 2.0. Updated assessment conditions section. Updated modification history section to reflect changed name of training package. |
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package version 1.0.  |

## Performance Evidence

Evidence of the ability to:

- set up a lighting desk for operation during live performances
- record and operate standard lighting cues for at least two different shows
- use industry terminology correctly and observe protocols relevant to lighting operations
- work collaboratively.

Note: If a specific volume or frequency is not stated, then evidence must be provided for each of the above points at least once.

## Knowledge Evidence

To complete the unit requirements the individual must:

- explain how a range of controls on standard lighting consoles function
- describe the following features and operations (optical and mechanical) of the main types of lanterns used for theatrical lighting:
  - flood
  - fresnel
  - lantern accessories
  - parabolic aluminised reflector (PAR) lamps
  - pebble convex (PC) lanterns



- profile
- explain the difference between in and out times in the context of recording and operating standard lighting cues
- describe digital multiplexing (DMX) distribution techniques, including allocation of channels on control desks
- describe safe electrical work practices in the context of lighting operations
- provide examples of variations in lighting terminology used for the same function on different control desks.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in creative arts industry environments. The assessment environment must include access to performances where basic lighting equipment and accessories are used.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

## CUAPPM411 Compile production schedules

### Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package version 2.0. |

### Application

This unit describes the skills and knowledge required to compile production schedules during the pre-production planning phase in the screen, media and entertainment industry sectors.

It applies to individuals who work collaboratively in a production team as senior production personnel. Depending on the size of the production, this person may also be responsible for developing the resource schedule on which the production schedule is based.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Media and Entertainment Production – Production Planning and Management

### Elements and Performance Criteria

| ELEMENT  | PERFORMANCE CRITERIA   |
|--|--|
| <i>Elements describe the essential outcomes.</i> | <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>   |
| 1. Confirm resources required                    | 1.1 Analyse resource schedule to identify internal and external resources required for each stage in the production process<br>1.2 Consult with all departments involved in the production to clarify and confirm their requirements<br>1.3 Confirm accuracy and feasibility of resource schedule against overall production requirements<br>1.4 Identify non-resource issues that may affect production schedule, |

| ELEMENT                          | PERFORMANCE CRITERIA  |
|----------------------------------|---|
|                                  | and collate and compile relevant information  |
| 2. Compile production schedules  | 2.1 Allocate resources and create schedule that will deliver production on time and within budget<br>2.2 Identify and accommodate issues that could affect the timing and sequence of tasks within schedule, and resolve within scope of own role<br>2.3 Check allocated time enables efficient and safe use of resources<br>2.4 Identify factors that may cause production delays and develop contingency plans to accommodate them  |
| 3. Finalise production schedules | 3.1 Confirm the schedule is accurate, comprehensive and presented clearly<br>3.2 Distribute schedule promptly to relevant personnel and allow adequate opportunities for them to ask questions and seek clarification<br>3.3 Resolve difficulties in the interpretation or implementation of schedule as required<br>3.4 Revise schedule as required, and communicate changes promptly to relevant internal and external personnel<br>3.5 Develop and maintain an appropriate, clear and easily accessible recording system for all information relating to production schedule |

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill   | Performance Criteria | Description   |
|---------|----------------------|---|
| Reading | 1.1, 1.3, 3.1        | <ul style="list-style-type: none"> <li>Interprets textual information to determine requirements</li> <li>Interprets information in a variety of forms and uses the knowledge gained to evaluate and select required schedule content</li> <li>Checks scheduling information for feasibility and consistency with production requirements</li> </ul> |
| Writing | 1.4, 2.1, 2.4, 3.4   | <ul style="list-style-type: none"> <li>Uses clear and detailed language, and industry terminology to complete and update comprehensive</li> </ul>   |

|                            |  |   |
|----------------------------|--|---|
|                            |  | workplace documentation   |
| Oral Communication         | 1.2, 3.2                               | <ul style="list-style-type: none"> <li>• Uses clear language to contribute information and express requirements</li> <li>• Uses listening and questioning techniques to confirm understanding</li> </ul>  |
| Numeracy                   | 2.1, 2.3,                              | <ul style="list-style-type: none"> <li>• Calculates with whole numbers and routine fractions, decimals or percentages to develop production schedules that reflect allocated budgets and required timeframes</li> </ul>   |
| Navigate the world of work | 2.3, 3.2                               | <ul style="list-style-type: none"> <li>• Understands purpose of own role and associated responsibilities to deliver schedules that meet production budget and timelines</li> </ul>  |
| Interact with others       | 1.2, 3.2, 3.4                          | <ul style="list-style-type: none"> <li>• Selects and uses appropriate communication methods and practices when conferring with colleagues to determine production resources and requirements</li> <li>• Recognises importance of building rapport to establish and maintain effective working relationships</li> </ul>  |
| Get the work done          | 1.1, 1.4, 2.1, 2.2, 2.3, 2.4, 3.3, 3.5 | <ul style="list-style-type: none"> <li>• Plans and organises own workload logically and systematically to complete clearly defined tasks and manage required communication</li> <li>• Uses information analysis to inform detailed scheduling decisions</li> <li>• Builds flexibility into schedules to manage adjustments and unexpected events</li> <li>• Identifies and resolves user implementation problems</li> <li>• Uses scheduling software efficiently</li> <li>• Develops effective information management systems for production schedules</li> </ul> |

## Unit Mapping Information

| Code and title<br>current version            | Code and title<br>previous version            | Comments  | Equivalence status |
|--|---|---|--------------------|
| CUAPPM411<br>Compile production<br>schedules | CUFPPM408A<br>Compile production<br>schedules | Updated to meet<br>Standards for<br>Training Packages.<br>Minor edits to<br>performance criteria. | Equivalent unit    |

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

# Assessment Requirements for CUAPPM411 Compile production schedules

## Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package version 2.0. |

## Performance Evidence

Evidence of the ability to:

- interpret resource schedules
- create production schedules that reflect resource factors, production budget and timelines using scheduling tools and techniques within commercially realistic time constraints
- use effective communication, negotiation and problem-solving skills to collaborate with production teams and negotiate with a wide range of external suppliers and service providers
- identify factors that may have an adverse impact on production schedules and accommodate them within scope of own role
- develop and maintain a recording system for production schedule information
- generate, update and distribute accurate production schedules in a timely manner.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe commonly used techniques for creating production schedules
- outline administrative procedures associated with compiling production schedules
- discuss different ways of presenting production schedules
- describe formats and features of resource schedules and associated production documentation
- explain roles and responsibilities of those members of the production team involved in developing production schedules
- outline artistic and technical elements of productions or events that inform effective scheduling

- identify typical problems and challenges that may arise when compiling production schedules, and briefly describe solutions
- outline work health and safety (WHS) requirements as they apply to production scheduling.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in creative arts industry environments. The assessment environment must include access to:

- resource schedule
- production budget
- interaction with others to support a collaborative approach to schedule development
- scheduling tools and equipment, including scheduling software.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

## CUAPPM412 Organise and facilitate rehearsals

### Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package version 2.0. |

### Application

This unit describes the skills and knowledge required to organise and facilitate rehearsals across a range of productions – live, in film, television or events.

It applies to individuals who set up logistics and communication channels so rehearsals run smoothly. They prepare documentation, liaise with cast and crew, and locate and prepare rehearsal venues. Coordinating rehearsals is typically the role of a production manager or stage manager in conjunction with a producer or director.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Media and Entertainment Production – Production Planning and Management

### Elements and Performance Criteria

| ELEMENT  | PERFORMANCE CRITERIA  |
|--|---|
| <i>Elements describe the essential outcomes.</i> | <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>  |
| 1. Select and secure rehearsal facilities        | 1.1 Determine facility requirements for rehearsals through liaison with relevant production personnel and analysis of rehearsal documentation<br>1.2 Develop specifications for rehearsal venues<br>1.3 Research potential rehearsal venues using appropriate information sources<br>1.4 Assess suitability of venues based on comparison of services |



| ELEMENT  | PERFORMANCE CRITERIA  |
|--|---|
|  | <p>against specifications</p> <p>1.5 Complete a risk assessment of potential venues and integrate findings into selection and planning processes</p> <p>1.6 Negotiate and liaise with venue management to ensure requirements can be met, and address potential problem areas in line with organisational procedures</p> <p>1.7 Provide clear and accurate briefings on rehearsal options to relevant production personnel, including recommendations and rationale</p> <p>1.8 Book venue and confirm venue arrangements accurately in writing when selection process is finalised</p>  |
| 2. Coordinate physical requirements for rehearsals | <p>2.1 Measure and mark up rehearsal facilities to meet needs of production, including design and specifications</p> <p>2.2 Organise required physical elements according to rehearsal schedule and daily requirements</p> <p>2.3 Arrange transportation of physical elements to the rehearsal facility according to production specifications and within required timeframes</p> <p>2.4 Confirm physical elements are set up, checked by relevant production personnel, and operating according to design specifications</p> <p>2.5 Monitor set-ups to ensure work health and safety (WHS) and public safety standards are implemented, with reference to organisational policies and procedures</p> <p>2.6 Advise production personnel of the nature and limitations of physical elements</p> |
| 3. Prepare and distribute rehearsal documentation  | <p>3.1 Confirm required contractual arrangements for venues, production personnel and others are in order, in line with organisational policies and procedures</p> <p>3.2 Compile and circulate information and documentation required by production personnel promptly and to minimise potential disruptions to rehearsal</p> <p>3.3 Develop rehearsal schedules according to provisions in the relevant award, enterprise agreements and budget</p> <p>3.4 Amend schedules and production documentation as necessary, and promptly distribute to appropriate personnel</p>  |
| 4. Facilitate communications during                | 4.1 Deal with requirements of creative and technical participants in a professional manner, taking into account any cultural or language  |

| <b>ELEMENT</b>               | <b>PERFORMANCE CRITERIA</b>   |
|------------------------------|---|
| rehearsals                   | <p>differences</p> <p>4.2 Communicate with creative and technical participants regularly throughout the rehearsal process in a manner that maintains positive working relations</p> <p>4.3 Broker resolution of any technical problems by facilitating discussions between performers and technical crew</p> <p>4.4 Take appropriate action to meet creative and technical requirements of participants</p> <p>4.5 Process administrative requirements of cast and crew, including extras, as required</p>  |
| 5. Participate in rehearsals | <p>5.1 Provide technical assistance as required and anticipate and respond to new rehearsal requirements</p> <p>5.2 Monitor rehearsals, and stage manage, if required, according to production requirements</p> <p>5.3 Calculate and record performance timings for use in production documents</p> <p>5.4 Participate in production meetings or post-rehearsal note sessions to identify any production problems and resolve with minimum disruption to the rehearsal process and budget</p> <p>5.5 Confirm and organise arrangements for future rehearsal sessions with relevant production personnel as required</p> |

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| <b>Skill</b> | <b>Performance Criteria</b>  | <b>Description</b>  |
|--------------|------------------------------|---|
| Reading      | 1.1, 1.3, 1.6, 2.5, 3.3, 4.5 | <ul style="list-style-type: none"> <li>Interprets information in a variety of forms regarding production, and uses the knowledge gained to evaluate rehearsal requirements</li> <li>Interprets complex WHS standards, award and enterprise agreement documentation for their application to work</li> </ul> |
| Writing      | 1.2, 1.8, 3.3, 3.4, 5.3      | <ul style="list-style-type: none"> <li>Develops detailed specifications to inform venue search process</li> <li>Develops material for a specific audience and purpose</li> </ul>  |

|                            |  |   |
|----------------------------|--|---|
|                            |  | using clear, specific and industry-related language to convey explicit venue arrangements and agreements, rehearsal requirements and schedules  |
| Oral Communication         | 1.1, 1.6, 1.7, 2.6, 4.1-4.3, 5.1, 5.4              | <ul style="list-style-type: none"> <li>• Uses listening and questioning skills to obtain information, discuss production and rehearsal requirements with key others, and confirm understanding</li> <li>• Facilitates and participates in potentially complex discussions and negotiations, expressing requirements while eliciting participant views and opinions</li> <li>• Discusses rehearsal issues and solutions using industry-specific language suitable to audience and purpose</li> <li>• Delivers clear briefings to cast and crew during rehearsals, communicating effectively and openly about the rehearsal process and production limitations and requirements</li> </ul>                    |
| Numeracy                   | 2.1, 3.3, 5.3                                      | <ul style="list-style-type: none"> <li>• Use simple calculations, measurements and estimates to complete tasks to coordinate the physical requirements for rehearsals</li> <li>• Interprets budgets to develop rehearsal schedules</li> </ul>   |
| Navigate the world of work | 1.6, 2.3, 2.5, 3.1, 3.3, 4.5                       | <ul style="list-style-type: none"> <li>• Meets organisational expectations, requirements and procedures when planning and completing tasks</li> <li>• Takes responsibility for meeting legislative safety standards and requirements within scope of own role</li> </ul>  |
| Interact with others       | 1.1, 1.6, 1.7, 2.6, 4.1-4.3, 5.1, 5.4, 5.5         | <ul style="list-style-type: none"> <li>• Collaborates with production and performance personnel to achieve joint outcomes, playing an active role in facilitating group interaction</li> <li>• Recognises importance of building rapport to establish and maintain effective working relationships</li> <li>• Uses negotiation skills to reach agreements with venue management</li> <li>• Selects and uses appropriate communication methods and practices adjusting communication style in recognition of the different needs of a diverse audience</li> <li>• Uses problem-solving and mediation skills to resolve issues</li> <li>• Shares information, assistance and constructive feedback</li> </ul> |
| Get the work done          | 1.3-1.5, 1.8, 2.1-2.4, 3.2-3.4, 4.4, 5.2, 5.4, 5.5 | <ul style="list-style-type: none"> <li>• Plans and sequences own workload, schedules work activities of others and manages required communication</li> <li>• Establishes detailed criteria and a risk assessment strategy to inform search process and venue assessment</li> </ul>  |

|  |  |   |
|--|--|---|
|  |  | <ul style="list-style-type: none"> <li>• Makes decisions and organises resources that meet production needs, schedule requirements and safety standards</li> <li>• Manages document accuracy and distribution to deadlines</li> <li>• Analyses rehearsal participants requirements and provides solutions</li> <li>• Monitors technical aspects of rehearsals, identifies issues and contributes to solutions in rehearsal evaluation meetings</li> </ul> |
|--|--|---|

## Unit Mapping Information

| Code and title<br>current version                  | Code and title<br>previous version                  | Comments  | Equivalence status |
|--|---|---|--------------------|
| CUAPPM412<br>Organise and<br>facilitate rehearsals | CUFPPM409A<br>Organise and<br>facilitate rehearsals | Updated to meet<br>Standards for<br>Training Packages.<br>Minor edits to<br>performance criteria. | Equivalent unit    |

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

# Assessment Requirements for CUAPPM412 Organise and facilitate rehearsals

## Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package version 2.0. |

## Performance Evidence

Evidence of the ability to:

- analyse rehearsal requirements and source suitable venues
- oversee set-up of rehearsal facilities that meet production needs and safety standards
- document and distribute rehearsal specifications and schedules in compliance with relevant awards, enterprise agreements, production budget and timelines
- participate effectively in production rehearsals:
  - providing technical assistance as required
  - delivering clear briefings to cast and crew
  - anticipating and responding to new rehearsal requirements
  - assisting in resolution of any conflicts that may arise
- work safely and effectively with the possibilities and limitations of staging and technical rehearsal elements.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

## Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain the content and format of production documentation relevant to rehearsal scheduling and facilitation
- outline roles and responsibilities of those involved in the rehearsal process
- describe different types of requirements for rehearsal venues for varying types of productions
- explain, in detail, the methodology used to identify and gain access to suitable potential rehearsal venues, including information sources on venues, venues' consistency with creative and technical requirements, and satisfying legal and administrative requirements of contracts and agreements

- identify information in relevant industrial awards for performers and technicians relating to scheduling rehearsal time
- outline how key technical and artistic elements of productions impact planning and facilitating rehearsals
- explain differences between key elements used during rehearsals and those used in actual productions
- outline the duty of care to colleagues and the general public in organising production rehearsals
- explain the compliance requirements of public safety and work health and safety (WHS) legislation and regulations in relation to set-up and safe operation of a rehearsal area.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in creative arts industry environments. The assessment environment must include access to:

- venues where rehearsals could realistically take place
- interaction with others
- rehearsal and organisational documentation
- physical production elements
- information about relevant awards and WHS regulations.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

## CUAPPM503 Incorporate creative and technical needs into management processes

### Modification History

| Release   | Comments  |
|-----------|---|
| Release 2 | This version released with CUA Creative Arts and Culture Training Package version 2.0. Updated assessment conditions section. Updated modification history section to reflect changed name of training package. |
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package version 1.0.  |

### Application

This unit describes the performance outcomes, skills and knowledge required to work with creative and technical personnel to realise concepts that underpin productions in the screen, media, entertainment and events industries.

Individuals who apply these skills are expected to display a high level of initiative and judgement as they take responsibility for ensuring that production management decisions take account of creative and technical considerations. They may also be responsible for coordinating and supervising the work of teams engaged in a range of production activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Media and entertainment production - production management

### Elements and Performance Criteria

| Elements   | Performance Criteria   |
|--|--|
| <i>Elements describe the essential outcomes.</i> | <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i> |
| 1. Assess key creative                           | 1.1 Identify major creative and technical aspects of productions,                                      |

|  |  |
|--|--|
| and technical aspects of productions                                       | <p>and personnel who need to be contacted as part of the management process</p> <p>1.2 Review production documentation to inform assessment of creative and technical production needs</p> <p>1.3 Seek input from specialist personnel as required</p>   |
| 2. Apply knowledge of creative and technical production to work activities | <p>2.1 Work collaboratively with creative and technical personnel in a manner that shows an understanding of other production areas</p> <p>2.2 Use knowledge of creative and technical aspects to participate in production decisions and facilitate outcomes that balance different production needs</p> <p>2.3 Take account of creative and technical needs in the planning and implementation of projects</p> |
| 3. Update creative and technical production knowledge                      | <p>3.1 Identify and use opportunities to update knowledge of current and emerging creative and technical trends</p> <p>3.2 Incorporate updated knowledge into work activities as required</p>  |

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill                      | Performance Criteria | Description  |
|----------------------------|----------------------|--|
| Learning                   | 3.1                  | <ul style="list-style-type: none"> <li>Identifies and participates in activities to update currency of industry knowledge and trends</li> </ul>  |
| Reading                    | 1.2, 3.1             | <ul style="list-style-type: none"> <li>Interprets production documentation in relation to own duties</li> </ul>  |
| Oral communication         | 1.1, 1.3, 2.1, 2.2   | <ul style="list-style-type: none"> <li>Shares ideas in group discussions and is open to a range of viewpoints</li> <li>Clearly explains requirements and uses listening and questioning techniques to confirm understanding and build rapport</li> </ul> |
| Numeracy                   | 1.2                  | <ul style="list-style-type: none"> <li>Interprets numerical data in production specifications</li> </ul>   |
| Navigate the world of work | 1.1, 1.2, 1.3, 2.2   | <ul style="list-style-type: none"> <li>Applies organisational procedures when managing and realising productions</li> </ul>  |



|                      |                                   |  |
|----------------------|-----------------------------------|--|
| Interact with others | 1.1, 1.3, 2.1, 2.2                | <ul style="list-style-type: none"> <li>Collaborates to achieve joint outcomes and helps facilitate effective group interaction and direction</li> </ul>  |
| Get the work done    | 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.2 | <ul style="list-style-type: none"> <li>Uses a combination of logical planning processes and an understanding of context to identify relevant information and strategies to incorporate creative and technical needs into management processes</li> <li>Considers whether, and how, others should be involved, often using consultative or collaborative processes as an integral part of the decision-making process</li> <li>Recognises the potential of new approaches to enhance work practices and outcomes</li> <li>Uses the internet as an information resource</li> </ul> |

## Unit Mapping Information

| Code and title<br>current version   | Code and title<br>previous version  | Comments  | Equivalence status |
|---|---|---|--------------------|
| CUAPPM503<br>Incorporate creative and technical needs into management processes (Release 2) | CUAPPM503<br>Incorporate creative and technical needs into management processes (Release 1) | Updated assessment conditions section.<br>Updated modification history section to reflect changed name of training package. | Equivalent unit    |

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

# Assessment Requirements for CUAPPM503 Incorporate creative and technical needs into management processes

## Modification History

| Release   | Comments  |
|-----------|---|
| Release 2 | This version released with CUA Creative Arts and Culture Training Package version 2.0. Updated assessment conditions section. Updated modification history section to reflect changed name of training package. |
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package version 1.0.  |

## Performance Evidence

Evidence of the ability to:

- incorporate creative and technical aspects of production into the planning and management of at least one event or production
- interact effectively with a range of creative and technical personnel involved in productions.

Note: If a specific volume or frequency is not stated, then evidence must be provided for each of the above points at least once.

## Knowledge Evidence

To complete the unit requirements the individual must:

- explain current industry trends in relation to creative and technical production
- describe the following aspects of live productions:
  - roles and responsibilities of key technical and creative personnel
  - technical terminology
  - process of designing, developing and realising productions
  - relationship between different production areas
  - typical challenges and issues that arise in the creative and technical side of productions

- explain how different production and event management processes and techniques can be adapted to foster an approach to production management that integrates creative and technical considerations.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in creative arts industry environments. The assessment environment must include access to productions or events.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

## CUAPPM504 Manage bump in and bump out of shows

### Modification History

| Release   | Comments  |
|-----------|---|
| Release 2 | This version released with CUA Creative Arts and Culture Training Package version 2.0. Updated assessment conditions section. Updated modification history section to reflect changed name of training package. |
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package version 1.0.  |

### Application

This unit describes the performance outcomes, skills and knowledge required to manage the movement, transportation, installation and removal of equipment and physical elements for productions in the screen, media, entertainment and events industries.

Individuals who apply these skills are expected to display a high level of initiative, judgement and responsibility as they supervise the bump in and bump out of production areas, such as lighting, sound, staging, sets, props, scenic art or vision systems.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Media and entertainment production - production management

### Elements and Performance Criteria

| Elements   | Performance Criteria  |
|--|---|
| <i>Elements describe the essential outcomes.</i> | <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>  |
| 1. Organise equipment and human resources        | 1.1 With reference to production documentation, determine crewing requirements and scope of work required<br>1.2 Identify the need for additional equipment and materials and |

|   |  |
|---|--|
|   | <p>check whether their purchase fits within budgetary guidelines</p> <p>1.3 Obtain additional items promptly as required</p> <p>1.4 Complete accurate inventory checks to ensure physical elements are available and ready for use</p> <p>1.5 Assess risks and develop and implement hazard management plans</p> <p>1.6 Roster staff to meet production schedules in line with production budget</p>   |
| 2. Plan movement of physical elements                   | <p>2.1 Liaise with production personnel to determine the most effective sequence to move and install physical elements</p> <p>2.2 Identify transport requirements and organise transport accordingly</p> <p>2.3 Estimate the number of people required to move equipment and advise relevant colleagues accordingly</p> <p>2.4 Develop contingency plans to minimise the impact of unexpected events on the bump in and bump out process</p> <p>2.5 Document clear plans for moving and installing equipment according to organisational procedures</p>  |
| 3. Manage installation and removal of physical elements | <p>3.1 Supervise the safe installation and removal of physical elements according to production requirements</p> <p>3.2 Monitor progress of bump in and bump out of shows against production schedules and implement contingency plans as required to meet production deadlines</p> <p>3.3 Identify and respond to problems promptly in consultation with relevant personnel</p> <p>3.4 Organise storage and security of physical elements as required, including valuable items and hazardous materials</p> <p>3.5 Evaluate the bump in and bump out process with relevant personnel and note areas for improvement in future productions</p> |

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill | Performance Criteria | Description |
|-------|----------------------|-------------|
|-------|----------------------|-------------|

|                            |   |  |
|----------------------------|---|--|
| Reading                    | 1.1, 1.4, 2.5, 3.2  | <ul style="list-style-type: none"> <li>• Interprets production documentation and organisational policies and procedures in relation to own duties</li> </ul>   |
| Writing                    | 1.3, 1.5, 1.6, 2.4, 2.5, 3.5  | <ul style="list-style-type: none"> <li>• Completes organisational documentation requirements related to obtaining goods or services</li> <li>• Generates documentation in relation to bumping in and bumping out shows</li> <li>• Documents outcomes of evaluations</li> </ul>   |
| Oral communication         | 2.1, 2.3, 3.1, 3.2, 3.3, 3.5  | <ul style="list-style-type: none"> <li>• Seeks the views and opinions of others</li> <li>• Obtains information by listening and questioning</li> <li>• Discusses ideas and solutions</li> <li>• Uses clear language to express requirements</li> </ul>   |
| Numeracy                   | 1.1, 1.2, 1.4, 1.6, 2.3   | <ul style="list-style-type: none"> <li>• Reads and interprets numerical data in production specifications</li> <li>• Performs calculations when interpreting budgets, estimating labour requirements and conducting inventory checks</li> </ul>  |
| Navigate the world of work | 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 3.1, 3.2, 3.4, 3.5                          | <ul style="list-style-type: none"> <li>• Works independently and collectively with a strong sense of responsibility for goals, plans, decisions and outcomes</li> <li>• Takes responsibility for meeting health and safety and regulatory requirements within scope of own role</li> <li>• Applies organisational procedures when bumping in and bumping out shows</li> <li>• Manages time efficiently to meet work deadlines</li> <li>• Implements improvements based on outcome of evaluations of bump in and bump out operations</li> </ul> |
| Interact with others       | 2.1, 2.3, 3.1, 3.2, 3.3, 3.5  | <ul style="list-style-type: none"> <li>• Collaborates to achieve joint outcomes</li> <li>• Takes a leadership role</li> </ul>  |
| Get the work done          | 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4 | <ul style="list-style-type: none"> <li>• Sequences and schedules complex activities, monitors implementation and manages relevant communication</li> <li>• Assembles documentation related to bump in and bump out of shows in a logical sequence</li> <li>• Identifies the most appropriate and time efficient way to move and transport physical elements</li> <li>• Reviews progress against goals, adjusting</li> </ul>  |

|  |  |  |
|--|--|--|
|  |  | <p>plans and resources to cope with contingencies</p> <ul style="list-style-type: none"> <li>• Anticipates and takes action to minimise potential problems that could disrupt production schedules</li> <li>• Distributes information electronically</li> <li>• Uses standard word processing and spreadsheet applications to prepare workplace documentation</li> </ul> |
|--|--|--|

## Unit Mapping Information

| Code and title<br>current version                          | Code and title<br>previous version                         | Comments  | Equivalence status |
|--|--|---|--------------------|
| CUAPPM504 Manage bump in and bump out of shows (Release 2) | CUAPPM504 Manage bump in and bump out of shows (Release 1) | Updated assessment conditions section.<br>Updated modification history section to reflect changed name of training package. | Equivalent unit    |

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

# Assessment Requirements for CUAPPM504 Manage bump in and bump out of shows

## Modification History

| Release   | Comments  |
|-----------|---|
| Release 2 | This version released with CUA Creative Arts and Culture Training Package version 2.0. Updated assessment conditions section. Updated modification history section to reflect changed name of training package. |
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package version 1.0.  |

## Performance Evidence

Evidence of the ability to:

- organise and supervise the work of a team to bump in and bump out shows on at least two occasions
- work collaboratively.

Note: If a specific volume or frequency is not stated, then evidence must be provided for each of the above points at least once.

## Knowledge Evidence

To complete the unit requirements the individual must:

- describe issues and challenges that typically arise when bumping in and bumping out shows, along with strategies for addressing them
- describe issues to be taken into account when moving and transporting equipment from different technical areas
- describe inventory systems and procedures used for equipment and materials in an entertainment context
- provide examples of where to source additional equipment and supplies for own area of expertise
- explain how work health and safety requirements can affect the allocation of work and the movement of physical elements.



## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in creative arts industry environments. The assessment environment must include access to:

- equipment and physical elements to be moved in and out of production venues
- interaction with a team for whom the individual can plan and organise work.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

## CUAPPM601 Manage pre-production for shows and events

### Modification History

| Release   | Comments  |
|-----------|---|
| Release 2 | This version released with CUA Creative Arts and Culture Training Package version 2.0. Updated assessment conditions section. Updated modification history section to reflect changed name of training package. |
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package version 1.0.  |

### Application

This unit describes the performance outcomes, skills and knowledge required to manage all aspects of pre-production for shows and events in the entertainment industry.

At this level, individuals are expected to apply a detailed knowledge of both creative and technical aspects of live shows and events. They exercise autonomy and judgement in contexts that are subject to change and are responsible for coordinating and supervising the work of team members engaged in a wide range of pre-production activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Media and entertainment production - production management

### Elements and Performance Criteria

| Elements   | Performance Criteria   |
|--|--|
| <i>Elements describe the essential outcomes.</i> | <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>   |
| 1. Plan pre-production activities                | 1.1 Participate in discussions with relevant personnel to clarify creative vision for shows or events<br>1.2 Analyse designs and specifications to establish a |

|  |   |
|--|---|
|  | <p>comprehensive understanding of production requirements and challenges</p> <p>1.3 In consultation with relevant personnel, determine the range and number of staging and technical elements required for shows</p> <p>1.4 In consultation with heads of departments, develop work plans and write schedules to ensure timely completion of each stage of pre-production</p> <p>1.5 Conduct risk assessments and implement safety and environmental management plans throughout pre-production as required</p> <p>1.6 Develop contingency plans to minimise the impact of unexpected events on pre-production operations</p> <p>1.7 Provide advice to relevant personnel regarding technical, artistic and safety issues that may affect shows or events</p>   |
| 2. Coordinate production meetings      | <p>2.1 Allocate times for production meetings to ensure most efficient and cost-effective use of time</p> <p>2.2 Chair production meetings to discuss and resolve artistic and technical issues</p> <p>2.3 Prepare and distribute clear and timely reports on the progress of pre-production activities</p> <p>2.4 Notify relevant colleagues of meeting outcomes and budget issues that affect their work activities</p> <p>2.5 Keep accurate records of decisions made and actions required</p>   |
| 3. Monitor pre-production activities   | <p>3.1 Take an active role in maintaining a creative and technical overview of projects and take action to resolve problems that arise</p> <p>3.2 Continually liaise with technical and artistic production teams to identify and action requirements</p> <p>3.3 Monitor the progress of pre-production activities against timelines and budget, and implement contingency plans as required</p> <p>3.4 Determine the need for additional resources and action accordingly to ensure production requirements are met</p> <p>3.5 Interact with production personnel in an open manner to maintain positive work relations and to ensure efficient, safe and disciplined production practices</p> <p>3.6 Contribute to evaluations of shows or events and implement recommendations aimed at improving overall effectiveness of pre-production operations</p> |
| 4. Manage production documentation and | <p>4.1 Ensure that production documentation is completed on time by relevant personnel</p>  |

|             |  |
|-------------|--|
| information | <p>4.2 Distribute production documentation and information to relevant personnel according to organisational procedures</p> <p>4.3 Develop and maintain accurate document distribution records</p> <p>4.4 Continually review and update documentation to reflect changes to production requirements</p> <p>4.5 Manage production budget and follow organisational financial procedures in relation to purchases and record keeping</p> |
|-------------|--|

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill                      | Performance Criteria                        | Description   |
|----------------------------|---|---|
| Reading                    | 1.2, 3.3, 4.1, 4.4                          | <ul style="list-style-type: none"> <li>Obtains information from a range of complex written sources</li> </ul>   |
| Writing                    | 1.4, 2.3, 2.4, 2.5, 4.1, 4.3, 4.4           | <ul style="list-style-type: none"> <li>Generates and updates documentation in relation to pre-production activities</li> </ul>  |
| Oral communication         | 1.1, 1.3, 1.4, 1.7, 2.2, 2.4, 3.2, 3.5, 4.1 | <ul style="list-style-type: none"> <li>Seeks the views and opinions of others</li> <li>Obtains information by listening and questioning</li> <li>Discusses ideas and solutions</li> <li>Uses clear language to contribute information and express requirements</li> </ul>   |
| Numeracy                   | 2.4, 4.5                                    | <ul style="list-style-type: none"> <li>Interprets budgets when managing pre-production for shows and events</li> </ul>  |
| Navigate the world of work | 1.5, 2.1, 2.2, 2.3, 3.3, 3.4, 4.1           | <ul style="list-style-type: none"> <li>Works independently and collectively with a strong sense of responsibility for goals, plans, decisions and outcomes</li> <li>Takes responsibility for meeting legal and regulatory requirements within scope of own role</li> <li>Applies organisational procedures when managing live productions</li> <li>Manages time efficiently to meet work deadlines</li> </ul> |
| Interact with others       | 1.1, 1.3, 1.4, 1.7, 2.2, 2.4,               | <ul style="list-style-type: none"> <li>Collaborates to achieve joint outcomes and takes a leadership role to help facilitate</li> </ul>   |

|                   |  |   |
|-------------------|--|---|
|                   | 3.2, 3.5, 4.1  | effective group interaction and direction   |
| Get the work done | 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.6, 4.1, 4.2, 4.3, 4.4, 4.5 | <ul style="list-style-type: none"> <li>Sequences and schedules complex activities, monitors implementation and manages relevant communication</li> <li>Assembles documentation on pre-production requirements in a logical sequence</li> <li>Reviews progress against goals, adjusting plans and resources to cope with contingencies</li> <li>Takes account of a wide range of factors that impact on pre-production activities</li> <li>Anticipates and takes action to minimise potential problems that could disrupt the pre-production process</li> <li>Implements improvements to pre-production operations based on outcome of evaluations</li> <li>Distributes information electronically</li> <li>Uses standard word processing and spreadsheet applications to prepare workplace documentation</li> <li>Applies knowledge of technical equipment to production management duties</li> </ul> |

## Unit Mapping Information

| Code and title<br>current version                                | Code and title<br>previous version                               | Comments  | Equivalence status |
|--|--|---|--------------------|
| CUAPPM601 Manage pre-production for shows and events (Release 2) | CUAPPM601 Manage pre-production for shows and events (Release 1) | Updated assessment conditions section.<br>Updated modification history section to reflect changed name of training package. | Equivalent unit    |

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

## Assessment Requirements for CUAPPM601 Manage pre-production for shows and events

### Modification History

| Release   | Comments  |
|-----------|---|
| Release 2 | This version released with CUA Creative Arts and Culture Training Package version 2.0. Updated assessment conditions section. Updated modification history section to reflect changed name of training package. |
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package version 1.0.  |

### Performance Evidence

Evidence of the ability to:

- plan and administer the pre-production phase for at least two live shows or events
- effectively manage complex and competing demands during the pre-production phase for at least two live shows or events
- meet deadlines
- provide team leadership.

Note: If a specific volume or frequency is not stated, then evidence must be provided for each of the above points at least once.

### Knowledge Evidence

To complete the unit requirements the individual must:

- explain the relationship between artistic and technical elements of productions or events
- describe meeting procedures and protocols as they apply to conducting production meetings
- describe issues and challenges that typically arise during pre-production, and suggest ways of responding to them
- describe administrative procedures and documentation associated with managing pre-production activities

- explain safety and environmental issues to be taken into account during the pre-production phase of shows and events.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in creative arts industry environments. The assessment environment must include access to:

- shows or events which require a range of pre-production activities
- interaction with a team to reflect the importance of collaborative skills in this unit.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

## CUAPRP401 Coordinate props

### Modification History

| Release   | Comments  |
|-----------|---|
| Release 2 | This version released with CUA Creative Arts and Culture Training Package version 2.0. Updated assessment conditions section. Updated modification history section to reflect changed name of training package. |
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package version 1.0.  |

### Application

This unit describes the performance outcomes, skills and knowledge required to source, obtain, prepare and monitor props for live productions.

Individuals who apply these skills work autonomously as they take responsibility for coordinating props. They may also be responsible for supervising others.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Visual communication - props

### Elements and Performance Criteria

| Elements   | Performance Criteria   |
|--|--|
| <i>Elements describe the essential outcomes.</i> | <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>   |
| 1. Determine prop requirements                   | 1.1 Determine prop requirements with reference to production documentation<br>1.2 Consult with relevant personnel about artistic and functional requirements for props as required<br>1.3 Confirm budgets and timeframes that affect the purchase of |



|  |  |
|--|--|
|  | props with relevant personnel  |
| 2. Obtain prop items                             | <p>2.1 Undertake research on the style and nature of props required to establish a clear picture of requirements</p> <p>2.2 Investigate options and potential sources of props, to achieve the best outcome</p> <p>2.3 Locate props that meet design specifications, time and budgetary constraints</p> <p>2.4 Acquire props and document acquisition details according to organisational procedures</p>   |
| 3. Prepare and maintain props during productions | <p>3.1 Prepare and check prop items prior to performances so that required items are available and in working order</p> <p>3.2 Secure and store props according to organisational procedures before, during and after productions</p> <p>3.3 Identify the need for and organise appropriate prop replacements and repairs to meet production requirements</p> <p>3.4 Return props to suppliers or storage and, where appropriate, dispose of props according to environmental and safety requirements</p> <p>3.5 Maintain accurate documentation in relation to the status of props, including appropriate cataloguing</p> <p>3.6 Update documentation on sources and suppliers of props for use in future productions</p> |

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill              | Performance Criteria | Description  |
|--------------------|----------------------|--|
| Reading            | 1.1, 2.1, 2.2, 2.3   | <ul style="list-style-type: none"> <li>Interprets production documentation in relation to own duties</li> <li>Obtains information from a range of written sources</li> </ul> |
| Writing            | 2.4, 3.5, 3.6        | <ul style="list-style-type: none"> <li>Prepares and updates workplace documentation</li> </ul>   |
| Oral communication | 1.2, 1.3, 2.2,       | <ul style="list-style-type: none"> <li>Obtains information by listening and</li> </ul>   |

|                            |   |   |
|----------------------------|---|---|
|                            | 2.3, 3.3  | questioning <ul style="list-style-type: none"> <li>• Uses clear language to contribute information and express requirements</li> </ul>  |
| Numeracy                   | 1.3, 2.3  | <ul style="list-style-type: none"> <li>• Performs simple calculations to check that expenditure on props meets budget allocations</li> </ul>  |
| Navigate the world of work | 1.1, 1.2, 1.3, 2.3, 2.4, 3.2, 3.4, 3.5                          | <ul style="list-style-type: none"> <li>• Takes responsibility for decisions about when and how to complete tasks and coordinate with others</li> <li>• Takes responsibility for meeting environmental and health and safety requirements in coordinating props within scope of own role</li> <li>• Follows protocols and meets expectations associated with own role</li> <li>• Manages time efficiently</li> </ul>                                 |
| Interact with others       | 1.2, 1.3, 2.2, 2.3, 3.3   | <ul style="list-style-type: none"> <li>• Works collaboratively with a range of personnel to coordinate props</li> </ul>   |
| Get the work done          | 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 | <ul style="list-style-type: none"> <li>• Plans and organises own workload</li> <li>• Makes decisions related to own role and takes responsibility for their outcomes</li> <li>• Undertakes research to find the most appropriate way to meet production requirements for props</li> <li>• Uses standard word processing and spreadsheet applications to prepare production documentation</li> <li>• Uses the internet as a research tool</li> </ul> |

## Unit Mapping Information

| Code and title<br>current version            | Code and title<br>previous version           | Comments  | Equivalence status |
|--|--|---|--------------------|
| CUAPRP401<br>Coordinate props<br>(Release 2) | CUAPRP401<br>Coordinate props<br>(Release 1) | Updated assessment conditions section.<br>Updated modification history section to reflect changed name of training package. | Equivalent unit    |

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

## Assessment Requirements for CUAPRP401 Coordinate props

### Modification History

| Release   | Comments  |
|-----------|---|
| Release 2 | This version released with CUA Creative Arts and Culture Training Package version 2.0. Updated assessment conditions section. Updated modification history section to reflect changed name of training package. |
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package version 1.0.  |

### Performance Evidence

Evidence of the ability to:

- organise and maintain props for at least two productions
- meet work deadlines
- work collaboratively.

Note: If a specific volume or frequency is not stated, then evidence must be provided for each of the above points at least once.

### Knowledge Evidence

To complete the unit requirements the individual must:

- describe the broad categories of props used in productions and the role of one-off specialist items
- provide examples of where to acquire both period and contemporary prop items
- explain safety procedures that need to be followed in relation to working with props.

### Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in creative arts industry environments. The assessment environment must include access to:

- prop specifications

- prop materials
- production schedules.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

## CUASET201 Develop basic skills in set construction

### Modification History

| Release   | Comments  |
|-----------|---|
| Release 2 | This version released with CUA Creative Arts and Culture Training Package version 2.0. Updated assessment conditions section. Updated modification history section to reflect changed name of training package. |
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package version 1.0.  |

### Application

This unit describes the performance outcomes, skills and knowledge required to use basic carpentry skills to assist with the construction of set elements for productions in the screen, media, entertainment and events industries.

At this level, individuals are under broad supervision and are expected to act autonomously within established parameters as they use hand and power tools, and a range of materials and techniques, to create simple set elements, such as flats and treads.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Visual communication - sets

### Elements and Performance Criteria

| Elements   | Performance Criteria   |
|--|--|
| <i>Elements describe the essential outcomes.</i> | <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>                                       |
| 1. Prepare for set construction                  | 1.1 Liaise with supervisor to determine set construction requirements<br>1.2 Select materials for set construction according to supervisor's |

|   |  |
|---|--|
|   | <p>instructions</p> <p>1.3 Calculate quantities of required materials, avoiding waste where possible</p> <p>1.4 Select equipment and tools according to materials being used and type of set construction required</p>   |
| 2. Assist with the construction of set elements | <p>2.1 Assist with the construction of set elements using a range of basic techniques</p> <p>2.2 Complete set construction tasks in a logical sequence</p> <p>2.3 Follow safety procedures throughout the set construction process according to organisational requirements</p> <p>2.4 Work cooperatively with other team members to ensure efficiency and quality of set elements</p> |
| 3. Review outcomes of work                      | <p>3.1 Seek feedback on work in progress and adjust as required</p> <p>3.2 Identify problems with work in progress promptly, and take action within scope of responsibility</p> <p>3.3 Contribute to evaluations of set construction processes and note ways to improve own work performance</p>   |

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill                      | Performance Criteria | Description   |
|----------------------------|----------------------|---|
| Oral communication         | 1.1, 1.2, 2.4, 3.2   | <ul style="list-style-type: none"> <li>Obtains information by listening and questioning</li> </ul>  |
| Numeracy                   | 1.3                  | <ul style="list-style-type: none"> <li>Performs simple mathematical calculations to measure materials and calculate quantities</li> </ul>   |
| Navigate the world of work | 2.3, 3.2             | <ul style="list-style-type: none"> <li>Understands and completes main tasks and responsibilities, within the boundaries of own role</li> <li>Follows health and safety procedures in relation to safe use of equipment and materials</li> </ul> |
| Interact with others       | 1.1, 1.2, 2.4, 3.2   | <ul style="list-style-type: none"> <li>Works cooperatively with a range of personnel to construct basic set elements</li> </ul>   |

|                   |   |  |
|-------------------|---|--|
| Get the work done | 1.1, 1.2, 1.3,<br>1.4, 2.1, 2.2,<br>2.3, 2.4, 3.2 | <ul style="list-style-type: none"> <li>Plans routine tasks, taking some limited responsibility for decisions regarding sequencing and timing</li> <li>Recognises and responds to predictable routine problems</li> <li>Seeks assistance when problems are beyond immediate responsibilities or experience</li> </ul> |
|-------------------|---|--|

## Unit Mapping Information

| Code and title<br>current version                                       | Code and title<br>previous version                                      | Comments  | Equivalence status |
|---|---|---|--------------------|
| CUASET201<br>Develop basic skills<br>in set construction<br>(Release 2) | CUASET201 Develop<br>basic skills in set<br>construction (Release<br>1) | Updated assessment<br>conditions section.<br>Updated modification<br>history section to<br>reflect changed name<br>of training package. | Equivalent unit    |

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>



## Assessment Requirements for CUASET201 Develop basic skills in set construction

### Modification History

| Release   | Comments  |
|-----------|---|
| Release 2 | This version released with CUA Creative Arts and Culture Training Package version 2.0. Updated assessment conditions section. Updated modification history section to reflect changed name of training package. |
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package version 1.0.  |

### Performance Evidence

Evidence of the ability to:

- construct simple set elements for at least one production
- meet work deadlines
- follow safety procedures
- work cooperatively with others.

Note: If a specific volume or frequency is not stated, then evidence must be provided for each of the above points at least once.

### Knowledge Evidence

To complete the unit requirements the individual must describe:

- the types of materials used for set construction and the reasons for selecting different materials
- common types of joint and assembly techniques used in set construction and the contexts in which they are used
- the set construction context in which the following issues apply; explaining what needs to be done from a work health and safety perspective:
  - fireproofing
  - safe manual-handling techniques

- using hand and power tools
- working with hazardous substances.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in creative arts industry environments. The assessment environment must include access to basic set construction materials.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

## CUASMT501 Stage manage productions and events

### Modification History

| Release   | Comments  |
|-----------|---|
| Release 2 | This version released with CUA Creative Arts and Culture Training Package version 2.0. Updated assessment conditions section. Updated modification history section to reflect changed name of training package. |
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package version 1.0.  |

### Application

This unit describes the performance outcomes, skills and knowledge required to coordinate production and technical services for productions and events produced by external companies or community organisations in the entertainment and events industries.

Individuals who apply these skills are expected to display initiative, judgement and responsibility as they use high level communication and coordination skills to ensure that productions and events run smoothly.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Media and entertainment production - stage management

### Elements and Performance Criteria

| Elements   | Performance Criteria   |
|--|--|
| <i>Elements describe the essential outcomes.</i> | <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>   |
| 1.Prepare for stage management operations        | 1.1 Consult with personnel and clients as required to confirm production or event structure and requirements<br>1.2 Prepare running sheets, schedules and other planning |

|   |  |
|---|--|
|   | <p>documents based on production information and documentation</p> <p>1.3 Prepare and distribute in a timely fashion, notes from meetings on production requirements, communication with clients, and stage management procedures</p> <p>1.4 Monitor pre-production preparations and liaise with venue or site staff to anticipate and resolve issues that could disrupt productions or events</p>   |
| 2. Run productions                            | <p>2.1 Manage crew and cast arrivals</p> <p>2.2 Monitor production and performance elements and take appropriate action to deal effectively with unforeseen occurrences</p> <p>2.3 Use reference materials appropriately to ensure the accurate and timely running of productions</p> <p>2.4 Communicate production changes promptly to all relevant personnel, ensuring all changes meet production standards</p> <p>2.5 Ensure the movement of physical elements occurs according to running sheets, timing and safety procedures</p> <p>2.6 Operate technical equipment as required</p> |
| 3. Communicate effectively with cast and crew | <p>3.1 Provide appropriate briefings and materials to cast and crew prior to performances</p> <p>3.2 Liaise with cast and crew promptly regarding pre-performance requirements</p> <p>3.3 Communicate with cast and crew regularly throughout productions in an open, clear and concise manner to maintain efficient, safe and disciplined production practices and effective work relationships</p> <p>3.4 Provide clear and appropriate instructions to ensure production requirements are met</p>   |
| 4. Finalise stage management operations       | <p>4.1 Organise the clearance and cleaning of venues and sites as required</p> <p>4.2 Prepare and distribute performance reports to relevant personnel</p> <p>4.3 Contribute to evaluations and continuous improvement of productions or events and adjust own work procedures accordingly</p> <p>4.4 Adjust production documentation as required to ensure consistency and quality of future stage management operations</p> <p>4.5 Return all updated production documentation to relevant personnel</p>   |

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill                      | Performance Criteria  | Description  |
|----------------------------|---|--|
| Learning                   | 4.3   | <ul style="list-style-type: none"> <li>Interprets information from evaluation to enhance own performance</li> </ul>  |
| Reading                    | 1.2, 2.3  | <ul style="list-style-type: none"> <li>Interprets production documentation in relation to own role</li> </ul>  |
| Writing                    | 1.2, 1.3, 4.2, 4.5  | <ul style="list-style-type: none"> <li>Prepares documents and reports in relation to stage management operations</li> </ul>  |
| Oral communication         | 1.1, 1.3, 1.4, 2.1, 2.2, 2.4, 3.1, 3.2, 3.3, 3.4, 4.2, 4.3                          | <ul style="list-style-type: none"> <li>Seeks the views and opinions of others</li> <li>Obtains information by listening and questioning</li> <li>Discusses ideas and solutions</li> <li>Uses clear language to contribute information and express requirements</li> </ul>  |
| Navigate the world of work | 1.2, 1.3, 2.4, 2.5, 4.1   | <ul style="list-style-type: none"> <li>Works independently and collectively with a strong sense of responsibility for goals, plans, decisions and outcomes</li> <li>Takes responsibility for meeting regulatory requirements within scope of own role</li> <li>Applies organisational procedures when stage managing live productions</li> </ul>   |
| Interact with others       | 1.1, 1.3, 1.4, 2.1, 2.2, 2.4, 3.1, 3.2, 3.3, 3.4, 4.2, 4.4                          | <ul style="list-style-type: none"> <li>Recognises the importance of building rapport with creative and technical personnel in order to establish effective work relationships</li> <li>Demonstrates reliability and integrity in dealings with others</li> </ul>   |
| Get the work done          | 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.5 | <ul style="list-style-type: none"> <li>Plans and undertakes stage management tasks for productions and events in a logical sequence</li> <li>Manages time efficiently to meet work deadlines</li> <li>Responds to problems requiring immediate attention, drawing on past experience to devise solutions</li> <li>Demonstrates initiative by anticipating and taking action to minimise potential problems that could disrupt productions</li> </ul> |

|  |  |  |
|--|--|--|
|  |  | <ul style="list-style-type: none"> <li>• Applies knowledge of technical equipment operation to stage management duties</li> <li>• Distributes information electronically</li> <li>• Uses standard word processing and spreadsheet applications to prepare workplace documentation</li> </ul> |
|--|--|--|

## Unit Mapping Information

| Code and title<br>current version                         | Code and title<br>previous version                        | Comments  | Equivalence status |
|---|---|---|--------------------|
| CUASMT501 Stage manage productions and events (Release 2) | CUASMT501 Stage manage productions and events (Release 1) | Updated assessment conditions section.<br>Updated modification history section to reflect changed name of training package. | Equivalent unit    |

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

## Assessment Requirements for CUASMT501 Stage manage productions and events

### Modification History

| Release   | Comments  |
|-----------|---|
| Release 2 | This version released with CUA Creative Arts and Culture Training Package version 2.0. Updated assessment conditions section. Updated modification history section to reflect changed name of training package. |
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package version 1.0.  |

### Performance Evidence

Evidence of the ability to:

- stage manage at least two productions or events
- manage a range of competing tasks within time constraints experienced during the running of live productions or events
- apply knowledge of technical, staging and artistic aspects of productions or events to the stage management process
- work collaboratively.

Note: If a specific volume or frequency is not stated, then evidence must be provided for each of the above points at least once.

### Knowledge Evidence

To complete the unit requirements the individual must:

- explain the purpose of a range of documentation used for stage managing different types of productions and events
- explain key factors involved in the successful stage management of productions and events
- describe issues and challenges that can arise when stage managing productions and events, along with solutions to address them
- explain the role of stage management personnel in the following production areas:

- audio
- costume
- lighting
- production management
- show control
- staging
- vision systems.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in creative arts industry environments. The assessment environment must include access to venues or sites with facilities for cast and crew.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>



## CUASMT503 Develop and maintain production documents

### Modification History

| Release   | Comments  |
|-----------|---|
| Release 2 | This version released with CUA Creative Arts and Culture Training Package version 2.0. Updated assessment conditions section. Updated modification history section to reflect changed name of training package. |
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package version 1.0.  |

### Application

This unit describes the performance outcomes, skills and knowledge required to produce and manage documentation that tracks the creative development of productions in the screen, media, entertainment and events industries.

Individuals who apply these skills are expected to display initiative, judgement and responsibility as they use high level communication and coordination skills in the process of maintaining production scripts and keeping cast and crew up-to-date with developments through the rehearsal phase and into the performance run.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Media and entertainment production - stage management

### Elements and Performance Criteria

| Elements   | Performance Criteria   |
|--|--|
| <i>Elements describe the essential outcomes.</i> | <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>             |
| 1. Clarify production documentation              | 1.1 Analyse production and design documentation to determine creative and technical production aspects of projects |

|   |   |
|---|---|
| requirements                                | <p>1.2 In consultation with relevant personnel, determine precise documentation requirements for productions</p> <p>1.3 Clarify scope of own responsibilities for producing and maintaining production documents</p>  |
| 2. Develop production scripts in rehearsals | <p>2.1 Set up production scripts using format appropriate to type of production</p> <p>2.2 Incorporate cuts, additions and other script modifications to reflect current version of shows</p> <p>2.3 Distribute script revisions to relevant personnel applying clear version control protocols</p> <p>2.4 Record performers' blocking and continuously update notation to ensure accuracy and currency of records</p> <p>2.5 Record other information required to rehearse and stage shows in production scripts</p> <p>2.6 Provide prompts and cues in a timely and appropriate manner, ensuring accuracy and clarity of communication</p> <p>2.7 Use prompting notation to mark performers' errors and omissions in scripts</p> <p>2.8 Use notation as a guide to provide performers with notes and to anticipate where future prompts may be required</p> |
| 3. Maintain administrative documents        | <p>3.1 Draft production documents</p> <p>3.2 Confirm drafts with relevant personnel and make additions and adjustments as required</p> <p>3.3 Distribute copies of documents according to production requirements to facilitate the work of production personnel</p> <p>3.4 Update production administrative documents to reflect development of productions and distribute to production personnel applying clear version control protocols</p> <p>3.5 Maintain accurate records of distribution</p> <p>3.6 Contribute to evaluations and continuous improvement of production documentation and adjust own work procedures accordingly</p>  |

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| <b>Skill</b>               | <b>Performance Criteria</b>  | <b>Description</b>  |
|----------------------------|--|---|
| Learning                   | 3.6  | <ul style="list-style-type: none"> <li>Interprets information from evaluation to enhance own performance</li> </ul>   |
| Reading                    | 1.1, 2.1, 2.2, 2.6, 2.7, 2.8   | <ul style="list-style-type: none"> <li>Interprets production documentation in relation to own role</li> </ul>   |
| Writing                    | 2.1, 2.2, 2.4, 2.5, 2.7, 2.8, 3.1, 3.2, 3.4, 3.5                               | <ul style="list-style-type: none"> <li>Develops and updates production scripts to track progress and issues that arise in rehearsals</li> <li>Produces and updates production documents</li> </ul>  |
| Oral communication         | 1.2, 1.3, 2.3, 2.6, 2.8, 3.2, 3.6  | <ul style="list-style-type: none"> <li>Obtains information by listening and questioning</li> <li>Discusses ideas and solutions</li> <li>Uses clear language to contribute information and express requirements</li> </ul>   |
| Navigate the world of work | 1.3, 2.1, 2.3, 2.4, 3.3, 3.4   | <ul style="list-style-type: none"> <li>Works independently and collectively with a strong sense of responsibility for goals, plans, decisions and outcomes</li> <li>Applies organisational procedures associated with job role</li> <li>Manages version control efficiently to support production requirements</li> </ul>   |
| Interact with others       | 1.2, 1.3, 2.3, 2.6, 2.8, 3.2, 3.6  | <ul style="list-style-type: none"> <li>Recognises the importance of building rapport with creative and technical personnel in order to establish effective work relationships</li> <li>Demonstrates reliability and integrity in dealings with others</li> </ul>  |
| Get the work done          | 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 3.1, 3.2, 3.3, 3.4, 3.5 | <ul style="list-style-type: none"> <li>Adopts a methodical and logical approach to developing and updating production reference documents</li> <li>Through close analysis of rehearsals, anticipates where performers may need prompts</li> <li>Uses standard word processing and spreadsheet applications to prepare production documentation</li> <li>Distributes information electronically</li> </ul> |

## Unit Mapping Information

| <b>Code and title<br/>current version</b>                                   | <b>Code and title<br/>previous version</b>                               | <b>Comments</b>   | <b>Equivalence status</b> |
|---|--|---|---------------------------|
| CUASMT503<br>Develop and<br>maintain production<br>documents (Release<br>2) | CUASMT503<br>Develop and maintain<br>production documents<br>(Release 1) | Updated assessment<br>conditions section.<br>Updated modification<br>history section to<br>reflect changed name<br>of training package. | Equivalent unit           |

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

# Assessment Requirements for CUASMT503 Develop and maintain production documents

## Modification History

| Release   | Comments  |
|-----------|---|
| Release 2 | This version released with CUA Creative Arts and Culture Training Package version 2.0. Updated assessment conditions section. Updated modification history section to reflect changed name of training package. |
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package version 1.0.  |

## Performance Evidence

Evidence of the ability to:

- create and update production scripts and administration documents for at least two productions that:
  - are clear and technically correct
  - meet artistic and technical production requirements
- use production scripts during rehearsals
- work collaboratively.

Note: If a specific volume or frequency is not stated, then evidence must be provided for each of the above points at least once.

## Knowledge Evidence

To complete the unit requirements the individual must:

- explain the purpose of a range of documentation used for stage managing different types of productions and events
- describe features and formats of source documents used to create production reference documents
- explain the role of stage management personnel in the following production areas:
  - audio

- costume
  - design
  - lighting
  - production management
  - props
  - set construction
  - show control
  - staging
  - vision systems
- describe issues and challenges that can arise when developing and maintaining production documents, along with solutions to address them.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in creative arts industry environments. The assessment environment must include access to productions and rehearsals.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

## CUASOU201 Develop basic audio skills and knowledge

### Modification History

| Release   | Comments  |
|-----------|---|
| Release 2 | This version released with CUA Creative Arts and Culture Training Package version 2.0. Updated assessment conditions section. Updated modification history section to reflect changed name of training package. |
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package version 1.0.  |

### Application

This unit describes the performance outcomes, skills and knowledge required to complete basic audio tasks in a range of production contexts.

It applies to individuals assisting with audio operations in the screen, media and entertainment industries. At this level, they are working under the direct supervision of experienced sound technicians and operating equipment at a basic level.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Media and entertainment production - audio/sound

### Elements and Performance Criteria

| Elements   | Performance Criteria   |
|--|--|
| <i>Elements describe the essential outcomes.</i> | <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>   |
| 1. Prepare for audio set-up                      | 1.1 Confirm requirements with supervisor and with reference to audio installation plans as required<br>1.2 Identify preferred rigging and positioning points for audio equipment |

|   |  |
|---|--|
|   | <p>1.3 Sort equipment and accessories in preparation for set-up</p> <p>1.4 Handle equipment appropriately, taking equipment differences into account</p>   |
| 2. Complete tasks using audio equipment | <p>2.1 Connect and position audio system cables according to supervisor's instructions and safety requirements</p> <p>2.2 Wire audio system in correct sequence, demonstrating a knowledge of how signal flows through the audio chain, and then confirm wiring with supervisor</p> <p>2.3 Set start-up and operating settings in correct sequence and test features of audio desk according to instructions</p> <p>2.4 Identify problems with equipment promptly, and take action within scope of own responsibility or report to supervisor</p> <p>2.5 Use positioning and equalising techniques to create optimum sound quality</p> <p>2.6 Communicate appropriately with relevant personnel, clients and the public during the completion of tasks</p> |
| 3. Complete post-production tasks       | <p>3.1 Disconnect equipment and accessories according to supervisor's instructions and safety requirements</p> <p>3.2 Assist with storing and transporting equipment as required</p> <p>3.3 Seek feedback on own work performance from supervisor and adjust work practices accordingly</p>  |

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill              | Performance Criteria    | Description  |
|--------------------|-------------------------|--|
| Learning           | 3.3                     | <ul style="list-style-type: none"> <li>Seeks the views and opinions of others to improve work performance</li> </ul>     |
| Reading            | 1.1                     | <ul style="list-style-type: none"> <li>Interprets production documentation in relation to own duties</li> </ul>          |
| Oral communication | 1.1, 2.2, 2.4, 2.6, 3.3 | <ul style="list-style-type: none"> <li>Obtains information by listening and questioning</li> </ul>                       |
| Numeracy           | 1.3, 2.3                | <ul style="list-style-type: none"> <li>Counts and sorts equipment</li> <li>Uses numerically-based controls on</li> </ul> |



|                            |   |  |
|----------------------------|---|--|
|                            |   | equipment  |
| Navigate the world of work | 1.4, 2.1, 2.3, 2.4, 3.1                               | <ul style="list-style-type: none"> <li>Follows safety and workplace procedures in relation to assigned duties</li> <li>Understands and completes main tasks and responsibilities, within the boundaries of own role</li> </ul>   |
| Interact with others       | 1.1, 2.2, 2.4, 2.6, 3.3                               | <ul style="list-style-type: none"> <li>Participates in routine conversations directly relevant to role</li> <li>Works collaboratively to complete audio tasks</li> <li>Identifies and follows accepted communication practices and protocols</li> </ul>                  |
| Get the work done          | 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2 | <ul style="list-style-type: none"> <li>Recognises and responds to predictable routine problems related to own role</li> <li>Seeks assistance when problems are beyond immediate responsibilities or experience</li> <li>Operates audio desks at a basic level</li> </ul> |

## Unit Mapping Information

| Code and title<br>current version                                    | Code and title<br>previous version                                   | Comments  | Equivalence status |
|--|--|---|--------------------|
| CUASOU201<br>Develop basic audio skills and knowledge<br>(Release 2) | CUASOU201<br>Develop basic audio skills and knowledge<br>(Release 1) | Updated assessment conditions section.<br>Updated modification history section to reflect changed name of training package. | Equivalent unit    |

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

# Assessment Requirements for CUASOU201 Develop basic audio skills and knowledge

## Modification History

| Release   | Comments  |
|-----------|---|
| Release 2 | This version released with CUA Creative Arts and Culture Training Package version 2.0. Updated assessment conditions section. Updated modification history section to reflect changed name of training package. |
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package version 1.0.  |

## Performance Evidence

Evidence of the ability to:

- complete a range of audio tasks safely and according to instructions
- apply knowledge of key features and purpose of audio equipment and accessories to work activities
- apply knowledge of signal flow through the audio chain when undertaking audio set-up tasks
- work collaboratively.

Note: If a specific volume or frequency is not stated, then evidence must be provided for each of the above points at least once.

## Knowledge Evidence

To complete the unit requirements the individual must:

- describe the general scope of audio operations in different live production contexts and the relationship between audio operations and other technical and performance areas
- describe the features and meaning of a signal flow chart for a typical sound system
- in the context of completing audio tasks, explain what is meant by:
  - basic sound pressure level measurement
  - decibel levels

- phase and phase cancellation
- power isolation
- describe basic safety procedures for handling, operating and storing audio equipment and accessories
- describe the key features of, purpose and basic operating procedures for the following audio equipment:
  - audio mixing consoles
  - common accessories
  - input source equipment
  - loudspeakers
  - signal processing equipment.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in creative arts industry environments. The assessment environment must include access to:

- a range of sound equipment
- an environment in which an audio system can be run.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

## CUASTA201 Develop basic staging skills

### Modification History

| Release   | Comments  |
|-----------|---|
| Release 2 | This version released with CUA Creative Arts and Culture Training Package version 2.0. Updated assessment conditions section. Updated modification history section to reflect changed name of training package. |
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package version 1.0.  |

### Application

This unit describes the performance outcomes, skills and knowledge required to prepare stages and position set elements for performances in the entertainment and events industries.

At this level, individuals are working under the direct supervision of experienced personnel.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Media and entertainment production - staging

### Elements and Performance Criteria

| Elements   | Performance Criteria   |
|--|--|
| <i>Elements describe the essential outcomes.</i> | <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>   |
| 1. Prepare stage area                            | 1.1 Refer to stage plan and consult with supervisor to obtain details of work requirements<br>1.2 Clear and clean stage area in preparation for staging installation<br>1.3 Mark out stage according to stage plan and directions from |

|   |  |
|---|--|
|   | <p>supervisor</p> <p>1.4 Work cooperatively with crews from other departments when sharing the stage</p>   |
| 2. Lay up floor and position set pieces | <p>2.1 Lay up floor according to stage plan and directions from supervisor</p> <p>2.2 Move and assemble set pieces according to stage plan and directions from supervisor</p> <p>2.3 Follow safety procedures when laying up floor and positioning set pieces</p> <p>2.4 Identify adjustments required in consultation with relevant personnel and take appropriate action</p> |
| 3. Finalise activities                  | <p>3.1 Clean up and clear surrounding areas to ensure safe work space for all personnel</p> <p>3.2 Seek feedback on own work performance and note areas for improvement</p>  |

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill                      | Performance Criteria         | Description  |
|----------------------------|------------------------------|--|
| Learning                   | 3.2                          | <ul style="list-style-type: none"> <li>Seeks the views of others to identify ways to improve own performance</li> </ul>  |
| Reading                    | 1.1, 2.1, 2.2                | <ul style="list-style-type: none"> <li>Interprets production documentation in relation to own duties</li> </ul>  |
| Writing                    | 3.2                          | <ul style="list-style-type: none"> <li>Documents outcomes of feedback on own work performance</li> </ul>   |
| Oral communication         | 1.1, 1.3, 2.1, 2.2, 2.4, 3.2 | <ul style="list-style-type: none"> <li>Obtains information by listening and questioning</li> </ul>   |
| Numeracy                   | 1.3                          | <ul style="list-style-type: none"> <li>Calculates and follows measurements when staging activities</li> </ul>  |
| Navigate the world of work | 1.1, 1.3, 2.1, 2.2, 2.3, 3.1 | <ul style="list-style-type: none"> <li>Understands and completes main tasks and responsibilities, within the boundaries of own role</li> <li>Follows health and safety procedures</li> </ul> |

|                      |  |  |
|----------------------|--|--|
| Interact with others | 1.1, 1.3, 2.1, 2.2, 2.4, 3.2           | <ul style="list-style-type: none"> <li>Works cooperatively with a range of personnel</li> </ul>  |
| Get the work done    | 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4 | <ul style="list-style-type: none"> <li>Plans routine tasks, taking some limited responsibility for decisions regarding sequencing and timing</li> <li>Recognises and responds to predictable routine problems</li> <li>Seeks assistance when problems are beyond immediate responsibilities or experience</li> </ul> |

## Unit Mapping Information

| Code and title<br>current version                        | Code and title<br>previous version                    | Comments  | Equivalence status |
|--|---|---|--------------------|
| CUASTA201<br>Develop basic staging skills<br>(Release 2) | CUASTA201<br>Develop basic staging skills (Release 1) | Updated assessment conditions section.<br>Updated modification history section to reflect changed name of training package. | Equivalent unit    |

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

# Assessment Requirements for CUASTA201 Develop basic staging skills

## Modification History

| Release   | Comments  |
|-----------|---|
| Release 2 | This version released with CUA Creative Arts and Culture Training Package version 2.0. Updated assessment conditions section. Updated modification history section to reflect changed name of training package. |
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package version 1.0.  |

## Performance Evidence

Evidence of the ability to:

- install flooring and basic set pieces for at least two productions
- apply knowledge of the roles and functions of staging departments, staging personnel and staging terminology to work activities
- follow instructions and safety procedures
- work collaboratively.

Note: If a specific volume or frequency is not stated, then evidence must be provided for each of the above points at least once.

## Knowledge Evidence

To complete the unit requirements the individual must:

- describe the role of staging personnel and how they relate to other production personnel
- in the context of interpreting stage plans, indicate on a stage diagram, where the following positions are:
  - downstage and upstage
  - onstage and offstage
  - opposite prompt (OP)
  - prompt side (PS)

- scenery dock
- stage right and stage left
- describe the main safety issues associated with the use of common stage machinery and equipment
- describe or demonstrate the following aspects of assembling set pieces:
  - lashing/toggling and pinhinging flats together
  - running and floating a flat
  - using tech screws and bolts
- describe or demonstrate how to tie the following soft scenery set pieces:
  - borders
  - cycloramas
  - gauzes
  - legs
  - scrims
- describe or demonstrate how to tie the following knots used to assemble set pieces:
  - bowline
  - clove
  - figure-eight knot (single and double)
  - half-hitch
  - hitch
  - overhand knot
  - reef knot
  - rolling hitch
  - truckie's hitch
  - whippings and rope seizing
- describe how health and safety requirements apply to staging operations and the handling of hazardous substances.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in creative arts industry environments. The assessment environment must include access to:

- staging machinery, equipment and tools
- a venue in which a production is being staged.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.



## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

## CUASTA302 Install staging elements

### Modification History

| Release   | Comments  |
|-----------|---|
| Release 2 | This version released with CUA Creative Arts and Culture Training Package version 2.0. Updated assessment conditions section. Updated modification history section to reflect changed name of training package. |
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package version 1.0.  |

### Application

This unit describes the performance outcomes, skills and knowledge required to install a range of staging elements for live productions in the entertainment and events industries.

At this level, individuals are required to use some discretion and judgement and operate under broad supervision within an established framework of plans and procedures.

The National Standard for Licensing Persons Performing High Risk Work applies to persons performing dogging and rigging work. Completion of the following units is required for certification at either basic, intermediate or advanced levels:

- CPCCLDG3001A Licence to perform dogging
- CPCCLRG3001A Licence to perform rigging basic level
- CPCCLRG3002A Licence to perform rigging intermediate level
- CPCCLRG4001A Licence to perform rigging advanced level

Sets and staging for some performances or events may fall within the definition of construction work. If so, people entering a construction site are required to complete the general induction training program specified by the National Code of Practice for Induction Training for Construction Work (Australian Safety Compensation Council, May 2007).

Achievement of the unit 'CPCCOHS1001A Work safely in the construction industry' fulfils this requirement.

## Unit Sector

Media and entertainment production - staging

## Elements and Performance Criteria

| <b>Elements</b><br><i>Elements describe the essential outcomes.</i> | <b>Performance Criteria</b><br><i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>   |
|---|---|
| 1. Prepare to install staging elements                              | 1.1 Confirm staging installation requirements in consultation with relevant personnel and with reference to stage plans and other documentation<br>1.2 Take account of bump-in schedule when preparing venue and applying stage plans to venue layout<br>1.3 Where there is an existing stage, communicate modifications clearly to relevant personnel and implement as required<br>1.4 Install equipment and necessary structures in consultation with relevant personnel<br>1.5 Comply with safety guidelines and licensing requirements when pre-rigging equipment |
| 2. Complete staging installation tasks                              | 2.1 Mark out ground plans on stage according to design specifications and venue requirements<br>2.2 Install staging elements according to production requirements and in the agreed sequence<br>2.3 Follow safe work practices at all times and comply with equipment manufacturer instructions during the installation process<br>2.4 Use appropriate equipment to assist with staging installation<br>2.5 Complete work tasks within production or event deadlines  |
| 3. Check staging elements after installation                        | 3.1 Check each staging element to ensure operational standards for performance are achieved and that all safety requirements have been met<br>3.2 Identify problems with staging elements, take appropriate action to rectify or refer to relevant personnel for action<br>3.3 Identify modifications required to improve suitability for performance and take appropriate action<br>3.4 Complete and distribute workplace documentation as required  |

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill                      | Performance Criteria  | Description   |
|----------------------------|---|---|
| Reading                    | 1.1, 1.2, 2.1, 2.3  | <ul style="list-style-type: none"> <li>Obtains information from written sources</li> </ul>  |
| Oral communication         | 1.1, 1.3, 1.4, 3.2, 3.3   | <ul style="list-style-type: none"> <li>Obtains information by listening and questioning</li> <li>Uses clear language to express requirements</li> </ul>   |
| Numeracy                   | 2.1   | <ul style="list-style-type: none"> <li>Takes measurements in preparation for installing staging elements</li> </ul>   |
| Navigate the world of work | 1.1, 1.2, 1.5, 2.1, 2.2, 2.3, 2.4, 3.1, 3.4                     | <ul style="list-style-type: none"> <li>Follows workplace protocols and safety procedures</li> <li>Understands and completes main tasks and responsibilities, within the boundaries of own role</li> </ul>   |
| Interact with others       | 1.1, 1.3, 1.4, 3.2, 3.3   | <ul style="list-style-type: none"> <li>Works collaboratively</li> </ul>   |
| Get the work done          | 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3, 3.4 | <ul style="list-style-type: none"> <li>Uses a range of equipment and tools to install staging elements</li> <li>Plans and organises own workload; sequencing and combining work tasks for greater efficiency</li> <li>Meets work deadlines</li> <li>Recognises and takes responsibility for addressing predictable, and some less predictable, problems in familiar work contexts</li> <li>Understands when to take responsibility and when to notify others</li> <li>Distributes information electronically</li> </ul> |

## Unit Mapping Information

| Code and title<br>current version | Code and title<br>previous version | Comments | Equivalence status |
|-----------------------------------|------------------------------------|----------|--------------------|
|                                   |                                    |          |                    |

| <b>Code and title<br/>current version</b>      | <b>Code and title<br/>previous version</b>     | <b>Comments</b>   | <b>Equivalence status</b> |
|--|--|---|---------------------------|
| CUASTA302 Install staging elements (Release 2) | CUASTA302 Install staging elements (Release 1) | Updated assessment conditions section.<br>Updated modification history section to reflect changed name of training package. | Equivalent unit           |

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

# Assessment Requirements for CUA302 Install staging elements

## Modification History

| Release   | Comments  |
|-----------|---|
| Release 2 | This version released with CUA Creative Arts and Culture Training Package version 2.0. Updated assessment conditions section. Updated modification history section to reflect changed name of training package. |
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package version 1.0.  |

## Performance Evidence

Evidence of the ability to:

- install staging elements for at least two productions
- follow safety procedures
- work collaboratively
- meet work deadlines.

Note: If a specific volume or frequency is not stated, then evidence must be provided for each of the above points at least once.

## Knowledge Evidence

To complete the unit requirements the individual must:

- in the context of testing staging elements after installation, describe:
  - the different types of control desks that operate stage machinery
  - how to work out the load capacity of stage machinery
  - how to manoeuvre loads safely and efficiently
- explain how to handle scenic elements during installation
- describe or demonstrate signals to be employed when using stage machinery
- describe how the following apply to the process of installing staging elements:
  - moving loads safely

- safe manual-handling techniques
- using ladders
- working at heights
- describe safety procedures to be followed in the event of emergencies involving lifting, revolving or trucking
- describe rigging tasks that require a licensed rigger and the scope of work that can be undertaken by unlicensed personnel.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in creative arts industry environments. The assessment environment must include access to:

- staging equipment
- a venue where the installation of staging can take place.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

## CUASTA304 Maintain physical production elements

### Modification History

| Release   | Comments  |
|-----------|---|
| Release 2 | This version released with CUA Creative Arts and Culture Training Package version 2.0. Updated assessment conditions section. Updated modification history section to reflect changed name of training package. |
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package version 1.0.  |

### Application

This unit describes the performance outcomes, skills and knowledge required to maintain physical production elements, stage and backstage areas in safe working order. It does not cover the repair and maintenance of technical equipment, where specialist skills are required.

At this level, individuals are required to use some discretion and judgement and operate under broad supervision within an established framework of plans and procedures for staging productions in the screen, media, entertainment and events industries.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Media and entertainment production - staging

### Elements and Performance Criteria

| Elements   | Performance Criteria   |
|--|--|
| <i>Elements describe the essential outcomes.</i> | <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>   |
| 1. Clean physical elements                       | 1.1 Complete regular and timely checks of physical elements to ensure items are in optimum condition and ready for use<br>1.2 Identify dirty or damaged items that need cleaning and those |



|   |  |
|---|--|
|   | <p>which require replacement</p> <p>1.3 Wear protective clothing as required</p> <p>1.4 Clean physical elements according to safety requirements using appropriate cleaning agents and equipment to return them to original condition</p> <p>1.5 Dispose of used chemicals according to hygiene, safety and environmental requirements</p>   |
| 2. Undertake minor maintenance and repair tasks | <p>2.1 Cordon off maintenance area and post advisory signage</p> <p>2.2 Safely repair and maintain physical elements using appropriate techniques, materials and equipment</p> <p>2.3 Complete repair and maintenance tasks according to schedules and priorities</p> <p>2.4 Store physical elements according to organisational procedures</p> <p>2.5 Identify tasks requiring specialist attention and refer to appropriate colleagues</p> |
| 3. Undertake basic administrative tasks         | <p>3.1 Process and forward maintenance requests to appropriate colleagues</p> <p>3.2 Clarify instructions with persons making requests as required</p> <p>3.3 Complete and distribute workplace documentation as required</p>  |

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill                 | Performance Criteria | Description   |
|-----------------------|----------------------|---|
| Reading               | 2.3, 3.1             | <ul style="list-style-type: none"> <li>Obtains information from written sources</li> </ul>  |
| Writing               | 2.1, 3.3             | <ul style="list-style-type: none"> <li>Produces workplace documentation and signage</li> </ul>  |
| Oral communication    | 2.5, 3.1, 3.2, 3.3   | <ul style="list-style-type: none"> <li>Obtains information by listening and questioning</li> <li>Uses clear language to express requirements</li> </ul> |
| Numeracy              | 1.4                  | <ul style="list-style-type: none"> <li>Measures quantities of cleaning agents</li> </ul>  |
| Navigate the world of | 1.1, 1.3, 1.4,       | <ul style="list-style-type: none"> <li>Follows workplace protocols and safety</li> </ul>  |

|                      |   |  |
|----------------------|---|--|
| work                 | 1.5, 2.1, 2.3,<br>2.4, 3.1, 3.3                                     | procedures<br><ul style="list-style-type: none"> <li>Understands and completes main tasks and responsibilities, within the boundaries of own role</li> </ul>   |
| Interact with others | 2.5, 3.1, 3.2, 3.3  | <ul style="list-style-type: none"> <li>Works collaboratively</li> </ul>  |
| Get the work done    | 1.1, 1.2, 1.4,<br>1.5, 2.1, 2.2,<br>2.3, 2.4, 2.5,<br>3.1, 3.2, 3.3 | <ul style="list-style-type: none"> <li>Plans and organises own workload; sequencing and combining work tasks for greater efficiency</li> <li>Meets work deadlines</li> <li>Recognises and takes responsibility for addressing predictable, and some less predictable, problems in familiar work contexts</li> <li>Distributes information electronically</li> <li>Uses standard word processing and spreadsheet applications to prepare workplace documentation</li> </ul> |

## Unit Mapping Information

| Code and title<br>current version                                    | Code and title<br>previous version                                   | Comments  | Equivalence status |
|--|--|---|--------------------|
| CUASTA304<br>Maintain physical<br>production elements<br>(Release 2) | CUASTA304<br>Maintain physical<br>production elements<br>(Release 1) | Updated assessment<br>conditions section.<br>Updated modification<br>history section to<br>reflect changed name<br>of training package. | Equivalent unit    |

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

## Assessment Requirements for CUASTA304 Maintain physical production elements

### Modification History

| Release   | Comments  |
|-----------|---|
| Release 2 | This version released with CUA Creative Arts and Culture Training Package version 2.0. Updated assessment conditions section. Updated modification history section to reflect changed name of training package. |
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package version 1.0.  |

### Performance Evidence

Evidence of the ability to:

- use appropriate techniques to restore a range of physical production elements to optimum condition for at least one production run
- meet work deadlines
- work collaboratively.

Note: If a specific volume or frequency is not stated, then evidence must be provided for each of the above points at least once.

### Knowledge Evidence

To complete the unit requirements the individual must:

- describe typical cleaning, repair and maintenance requirements for sets, props and scenic art
- describe cleaning agents, equipment and techniques used to repair physical elements
- explain how organisational work health and safety requirements apply to the process of maintaining physical production elements
- describe the types of documentation used to record maintenance and repair work.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in creative arts industry environments. The assessment environment must include access to physical production elements requiring cleaning and maintenance.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

## CUAVSS201 Develop basic vision system skills

### Modification History

| Release   | Comments  |
|-----------|---|
| Release 2 | This version released with CUA Creative Arts and Culture Training Package version 2.0. Updated assessment conditions section. Updated modification history section to reflect changed name of training package. |
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package version 1.0.  |

### Application

This unit describes the performance outcomes, skills and knowledge required to assist with the installation and operation of vision system equipment for productions and events in the screen, media, entertainment and events industries.

At this level, individuals are working under the direct supervision of experienced personnel and operating equipment at a basic level.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Unit Sector

Media and entertainment production - vision systems

### Elements and Performance Criteria

| Elements   | Performance Criteria   |
|--|--|
| <i>Elements describe the essential outcomes.</i> | <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>   |
| 1. Prepare for vision system activities          | 1.1 Confirm requirements with supervisor, with reference to installation plans as required<br>1.2 Identify appropriate rigging and positioning points for vision systems |

|   |  |
|---|--|
|   | <p>1.3 Sort equipment in preparation for set-up</p> <p>1.4 Check that available power sources meet operational requirements</p>  |
| 2. Complete simple tasks using vision systems | <p>2.1 Position equipment according to instructions and licensing restrictions</p> <p>2.2 Complete cabling of equipment in line with instructions and safety requirements</p> <p>2.3 Finalise set-up tasks within timelines</p> <p>2.4 Identify problems with equipment promptly and take action within scope of own responsibility or report to supervising technician</p> <p>2.5 Assist with testing and operating vision system equipment</p> <p>2.6 Communicate appropriately with technicians, performers and the public during the completion of tasks</p> |
| 3. Finalise vision system activities          | <p>3.1 Complete pack down, routine maintenance and documentation tasks</p> <p>3.2 Seek feedback on own work performance from supervisor and adjust work practices accordingly</p>  |

## Foundation Skills

*This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.*

| Skill                 | Performance Criteria              | Description   |
|-----------------------|-----------------------------------|---|
| Learning              | 3.2                               | <ul style="list-style-type: none"> <li>Seeks the input of others to improve work performance</li> </ul>         |
| Reading               | 1.1                               | <ul style="list-style-type: none"> <li>Interprets production documentation in relation to own duties</li> </ul> |
| Writing               | 3.1                               | <ul style="list-style-type: none"> <li>Completes workplace documentation</li> </ul>                             |
| Oral communication    | 1.1, 1.2, 2.1, 2.2, 2.4, 2.6, 3.2 | <ul style="list-style-type: none"> <li>Obtains information by listening and questioning</li> </ul>              |
| Numeracy              | 1.3                               | <ul style="list-style-type: none"> <li>Counts and sorts equipment</li> </ul>                                    |
| Navigate the world of | 1.1, 1.2, 1.3,                    | <ul style="list-style-type: none"> <li>Understands and completes main tasks and</li> </ul>                      |

|                      |  |   |
|----------------------|--|---|
| work                 | 1.4, 2.1, 2.2, 2.3, 2.5, 3.1                     | responsibilities, within the boundaries of own role<br><ul style="list-style-type: none"> <li>Follows health and safety procedures</li> </ul>   |
| Interact with others | 1.1, 1.2, 2.1, 2.2, 2.4, 2.6, 3.2                | <ul style="list-style-type: none"> <li>Works collaboratively to achieve required outcomes</li> </ul>  |
| Get the work done    | 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1 | <ul style="list-style-type: none"> <li>Plans routine tasks, taking some limited responsibility for decisions regarding sequencing and timing</li> <li>Recognises and responds to predictable routine problems</li> <li>Seeks assistance when problems are beyond immediate responsibilities or experience</li> <li>Operates vision systems at a basic level</li> <li>Applies a knowledge of vision system equipment to work activities</li> </ul> |

## Unit Mapping Information

| Code and title<br>current version                              | Code and title<br>previous version                          | Comments  | Equivalence status |
|--|---|---|--------------------|
| CUAVSS201<br>Develop basic vision system skills<br>(Release 2) | CUAVSS201<br>Develop basic vision system skills (Release 1) | Updated assessment conditions section.<br>Updated modification history section to reflect changed name of training package. | Equivalent unit    |

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

# Assessment Requirements for CUA VSS201 Develop basic vision system skills

## Modification History

| Release   | Comments  |
|-----------|---|
| Release 2 | This version released with CUA Creative Arts and Culture Training Package version 2.0. Updated assessment conditions section. Updated modification history section to reflect changed name of training package. |
| Release 1 | This version first released with CUA Creative Arts and Culture Training Package version 1.0.  |

## Performance Evidence

Evidence of the ability to:

- complete simple vision system tasks safely and according to instructions on at least three occasions
- apply basic knowledge of the major types of vision systems to work activities
- follow safety procedures
- use common vision system terminology correctly
- work cooperatively with others.

Note: If a specific volume or frequency is not stated, then evidence must be provided for each of the above points at least once.

## Knowledge Evidence

To complete the unit requirements the individual must:

- describe the key features, purpose and basic operating procedures of major types of vision system equipment
- describe the different types of cables and how they are used
- describe typical formats for vision system plans and explain how plans relate to practical work tasks
- describe basic safety procedures in relation to the use and handling of power outlets, power extension leads, and vision systems



- in the context of assisting with the installation of vision system equipment, explain in simple terms what is meant by:
  - circuit state (energised or de-energised)
  - current resistance
  - power insulation
  - voltage.

## Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in creative arts industry environments. The assessment environment must include access to vision systems and vision system plans.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

# CULMS008B Conceive, develop and realise exhibition designs

## Modification History

Not applicable.

## Unit Descriptor

### Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to undertake the complete exhibition design process, from initial conception of ideas to the final realisation of the design.

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

## Application of the Unit

### Application of the unit

This unit brings together the wide range of highly-developed creative, technical and business skills required by an exhibition designer operating autonomously in consultation with a broad range of stakeholders. This unit goes beyond the skills normally required by an individual creative practitioner to exhibit his or her own work.

The unit has strong links to a wide range of other units dealing with specific creative, technical and business skills. This unit is focused on physical exhibition design.

## Licensing/Regulatory Information

Not applicable.

## Pre-Requisites

### Prerequisite units

Nil

## Employability Skills Information

**Employability Skills** The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying Employability Skills requirements.

## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

#### 1 Interpret the brief

- 1.1 Analyse the brief to determine overall exhibition concepts
- 1.2 Participate in preliminary concept meetings with *appropriate personnel* to discuss *exhibition requirements*
- 1.3 Identify all *relevant factors which may determine and affect the design*
- 1.4 Discuss and agree upon the *role of the designer* in the overall exhibition development

#### 2 Conduct and evaluate research

- 2.1 Assess the material to be exhibited in relation to the development of the design
- 2.2 Identify and source references which may inform the design process
- 2.3 Critically analyse *sources and references* in the context of the current design project
- 2.4 Consider the impacts and potential of new and

| <b>ELEMENT</b>                           | <b>PERFORMANCE CRITERIA</b>  |
|--|--|
|  | emerging technologies to inform the design   |
|  | 2.5 Collect, collate and adapt materials to develop initial design concepts  |
| <b>3 Generate and assess ideas</b>       | 3.1 Generate a range of ideas for the design which respond sympathetically to the brief and provide creative solutions to technical issues   |
|  | 3.2 Discuss ideas and collaborate with relevant personnel to ensure contribution of ideas to the initial concept   |
|  | 3.3 Continuously reflect on and appraise ideas for implications on cost and time, technical feasibility, and suitability to meet the brief   |
| <b>4 Develop and document the design</b> | 4.1 Hold ongoing discussions with relevant personnel so that additional or changed requirements and new ideas are considered and incorporated during the development of the design   |
|  | 4.2 Ensure that agreement is reached with relevant personnel in relation to consistent artistic interpretation   |
|  | 4.3 Evaluate initial concepts and select the most appropriate approach, giving consideration to budget, research findings and ongoing reflection/discussion  |
|  | 4.4 Develop the exhibition designs from the initial concepts ensuring: <ul style="list-style-type: none"> <li>• consistency with the exhibition concept</li> <li>• collection needs are taken into account</li> <li>• research findings are incorporated</li> <li>• ideas are technically feasible and demonstrate awareness of parameters and resource constraints</li> <li>• ideas demonstrate effective use of materials</li> <li>• integration of universal access principles</li> </ul> |
|  | 4.5 Organise or undertake testing and experimentation with selected exhibition design  |
|  | 4.6 Develop <i>accurate records of the design</i> , including all relevant information   |

| ELEMENT  | PERFORMANCE CRITERIA   |
|--|--|
| <b>5 Communicate design ideas and make amendments</b>            | <p>5.1 Present draft exhibition plans and specifications to relevant colleagues in an appropriate format</p> <p>5.2 Participate in the initial and ongoing evaluation of the presented designs</p> <p>5.3 Negotiate and agree to modifications to the design and undertake any necessary amendments</p> <p>5.4 Agree to the final designs and produce accurate and comprehensive documentation to support implementation</p> <p>5.5 Present final designs, plans and specifications to all relevant personnel and confirm that all production requirements have been met</p>   |
| <b>6 Liaise with others to implement exhibition construction</b> | <p>6.1 Liaise with relevant personnel to ensure that all exhibition production, <i>occupational and public health and safety legislative requirements</i> are met, quality standards are adhered to and work is undertaken within item, budget and technical constraints</p> <p>6.2 Participate in ongoing production meetings and evaluation of the exhibition design</p> <p>6.3 Ensure that any design modifications are agreed, noted and acted upon</p> <p>6.4 Inform relevant personnel of design changes</p> <p>6.5 Update any required documentation and record and file according to organisational requirements</p> |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

#### Required skills

- communication, negotiation and leadership skills to collaborate with a wide range of stakeholders on complex design issues and challenges
- creative and critical thinking skills to explore, develop, test and challenge design

## REQUIRED SKILLS AND KNOWLEDGE

ideas and concepts

- planning and organisational skills to integrate a wide range of conceptual, operational and business factors to realise design implementation
- problem-solving skills to pro-actively interrogate the quality and effectiveness of ideas and designs, and to develop creative solutions to complex challenges
- research skills to determine appropriate source and critically evaluate and adapt information to exhibition design
- literacy skills to analyse and communicate information dealing with complex concepts
- numeracy skills to work with budgets, including estimating and adjusting costs.

### Required knowledge

- role of exhibition design within the overall exhibition development process
- exhibition scheduling process and its interrelationship with the design process
- role of the exhibition designer, how this may differ depending upon the exhibition, and relationships with other designers and personnel
- relationship between different design elements within an exhibition
- copyright, moral rights and intellectual property legislation in relation to exhibition design
- cultural protocols to be observed in the design process, including those relevant to the exhibition of Aboriginal or Torres Strait Islander material
- ethical standards and protocols for designers working in exhibitions including, principles of universal access
- formal principles and elements of design and their relevance to exhibition design
- sources and availability of materials and equipment used for exhibition design and construction
- appropriate materials to use with different collection items and impact of those materials
- costing and budgeting techniques for exhibition design
- communication, negotiation, presentation and project management techniques as they apply to the design process
- documentation formats used for exhibition design
- current and emerging technologies available to the exhibition designer
- construction methods/implementation issues associated with the realisation of exhibition designs
- behaviour of various materials, finishes, painting techniques and colours under lighting
- overall use of artificial lighting in exhibitions and options available
- properties, applications and durability of different types of materials that can be used for exhibition construction.

## REQUIRED SKILLS AND KNOWLEDGE

### Evidence Guide

#### EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

Evidence of the following is essential:

- development and realisation of creative exhibition design concepts which assist in the realisation of the overall exhibition concept and which address operational requirements and constraints
- effective communication, negotiation and project management skills to facilitate the design process
- research skills, including creative interpretation and adaptation of design concepts.

#### **Context of and specific resources for assessment**

Assessment must ensure:

- assessment over an extended period of time to reflect the nature of the design process and to assess the experimental and implementation aspects of this unit
- involvement of, and interaction with, an exhibition team to reflect the collaborative nature of the design process
- access to an exhibition venue
- access to resources for both the development and realisation of designs (collection items, equipment, materials, financial and human resources).

#### **Method of assessment**

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third party workplace

## EVIDENCE GUIDE

- reports of on-the-job performance by the candidate
- evaluation of an exhibition design for which the candidate has been responsible in terms of meeting concept and resource practicality
- evaluation of reports produced by the candidate which demonstrate the processes used in developing and realising the creative concept, including challenges faced and how these were resolved
- oral or written questioning aimed at evaluating the processes used in developing and realising the creative concept.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- CUEDES04B Establish and refine a brief
- CUEDES05B Manage design realisation
- CUEFIN01C Develop a budget
- CUEFIN02C Manage a budget
- CUVCOR09B Select and apply drawing techniques and media to represent and communicate the concept
- CUVDSP15B Research and apply techniques for application to spatial design.

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

- Appropriate personnel* may include:
- other designers
  - curator
  - conservator
  - education staff



## RANGE STATEMENT

- construction specialists
- preparators
- taxidermists
- modelmakers
- installation staff
- other specialists

*Exhibition requirements* may include any of the following:

- displays
- interactive elements
- furniture and furnishings
- props
- back drops
- special effects
- automated/animatronic devices
- scenic art
- murals
- dioramas
- multi-sensory elements
- full-scale environments
- supports for collection items
- hanging systems
- lighting rig

*Relevant factors which may determine and affect the design* may include:

- overall exhibition concept
- exhibition duration (permanent/temporary)
- resources (human, financial, physical)
- space/venue specifications or restrictions
- available technologies
- timelines
- regulations e.g. fire restrictions
- needs of others involved in the exhibition
- access issues
- stability of collection items
- collection requirements (light levels, RH, pollutants)

*The role of the designer* may be impacted by:

- scale of the exhibition
- availability of other expertise

## RANGE STATEMENT

- level of assistance available (in relation to implementation/construction)
- budget

*Sources and references* to be used during the design process may include:

- reference books/journals/texts
- writings of the period
- paintings and illustrations
- photographs
- film, video
- the Internet
- digital images
- technical drawings
- models
- collages
- sketches
- objects
- community/stakeholder consultation
- culturally appropriate representation

*Accurate records of the design* may include:

- plans (computer or manually generated)
- specifications
- samples
- mock-ups

*Occupational and public health and safety legislative requirements* may include:

- commonwealth, state/territory occupational health and safety regulations
- relevant national and international standards, guidelines and codes of practice e.g. The Building Code of Australia
- relevant local government construction legislation and regulation

## Unit Sector(s)

Not applicable.

## Competency field

Competency field      Exhibition Development and Design

## HLTAHA019 Assist with the monitoring and modification of meals and menus according to individualised plans

### Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 2.0</i> and meets the requirements of the 2012 Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Minimum work hours added.</p> <p>Significant change to knowledge evidence.</p> |

### Application

This unit describes the skills and knowledge required to modify meals and menus to meet the nutrition requirements of specific client groups and monitor this against the individualised plans.

This unit applies to allied health assistants and should be performed under the direction and supervision (direct, indirect or remote) of a dietitian. Individuals will take responsibility for their own outputs and may participate in work teams. A range of well developed skills and some discretion and judgement is required of workers.

*The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.*

### Elements and Performance Criteria

#### ELEMENT

*Elements define the essential outcomes*

1. Identify conditions and specific needs of client groups

#### PERFORMANCE CRITERIA

*The Performance criteria describe the performance needed to demonstrate achievement of the element.*

1.1 Identify the conditions commonly encountered by the client group requiring an individualised plan or dietary modification

1.2 Identify groups at risk of nutritional deficiencies and nutrient imbalance contributing to common lifestyle

## ELEMENT

## PERFORMANCE CRITERIA

*Elements define the essential outcomes*

*The Performance criteria describe the performance needed to demonstrate achievement of the element.*

diseases and disorders

1.3 Identify dietary factors associated with common lifestyle diseases and/or diet related chronic diseases and other nutrition-related conditions, food intolerances, allergies

1.4 Identify special nutritional and dietary needs for conditions encountered by the client group

1.5 Report dietary and nutrition issues and needs to the dietitian

2. Modify meals and menus according to individualised plan

2.1 Consult with dietitian to address the identified risks and needs of client groups

2.2 Modify meals and menus to meet the nutritional and dietary needs of the client group using relevant guidelines

2.3 Assess meals and menus for their suitability for texture modification to meet special nutritional and dietary needs, using relevant guidelines

2.4 Incorporate sufficient choices of dishes and drinks in to menus for special needs, using relevant guidelines

2.5 Provide information regarding individualised plan to client when appropriate and as directed by dietitian or relevant health professional

3. Monitor and report on client status and acceptance of individualised plan

3.1 Provide feedback about changes to, needs, food preferences and individualised plan to food services and to dietitians

3.2 Report the acceptability, tolerance and consumption of meals by the client to the dietitian or relevant health professional

3.3 Identify problems which may affect the client's ability to eat or drink to the dietitian and/or other relevant health professional, according to organisation policies and procedures

3.4 Provide feedback on consistently poor client meal choices to the dietitian

## **ELEMENT**

*Elements define the essential outcomes*

## **PERFORMANCE CRITERIA**

*The Performance criteria describe the performance needed to demonstrate achievement of the element.*

3.5 Follow systems designed by a dietitian to monitor, document on client nutritional status

3.6 Monitor the nutrition status of clients using standard and validated tools and nutritional indicators

3.7 Report the progress of client nutritional status to the dietitian, and/or other health professional according to organisational protocols and timeframes

## **Foundation Skills**

*The Foundation Skills describe those required skills (such as language, literacy, numeracy and employment skills) that are essential to performance.*

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## **Unit Mapping Information**

No equivalent unit.

## **Links**

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

# Assessment Requirements for HLTAHA019 Assist with the monitoring and modification of meals and menus according to individualised plans

## Modification History

| Release   | Comments   |
|-----------|--|
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 2.0</i> and meets the requirements of the 2012 Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements. Minimum work hours added.</p> <p>Significant change to knowledge evidence.</p> |

## Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has (under the direction of a dietitian):

- planned and modified meals and menus according to at least 3 individualised plans, 1 in a simulated environment and 2 in the workplace
- performed the activities outlined in the performance criteria of this unit during a period of at least 120 hours of work

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- *Australian dietary guidelines* and other relevant guidelines
  - cooking methods and equipment
  - food preparation and food service systems
  - principles of nutrition, diet therapy, nutrition supplements and factors that place clients at risk of malnutrition and inadequate hydration
- common fluid and food restrictions
- texture modification
- oral nutrition support products and enteral feeds
- aspects of physical and mental condition, which might affect a client's ability to eat and/or feed oneself, including:

- arthritis
- broken bones
- confusion
- pain
- poor dentition
- pressure sores
- recovery from stroke
- swallowing problems
- range of menus and menu items
- various cultural requirements in relation to food, relevant to the profile of the community served by the organisation

## Assessment Conditions

All aspects of the performance evidence must have been demonstrated using simulation prior to being demonstrated in the workplace under direction and supervision (direct, indirect, remote) as determined by the dietitian.

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - food safety and standards and procedures
  - manufacturers' manuals and recommendations for equipment
  - food packaging and storage requirements
  - work plan
  - individualised plans and any relevant equipment outlined in the plan

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>



## HLTAID003 Provide first aid

### Modification History

| Release   | Comments  |
|-----------|---|
| Release 6 | Updated: <ul style="list-style-type: none"> <li>• assessor requirements statement</li> <li>• foundation skills lead in statement</li> <li>• licensing statement</li> <li>• modification history to reflect 2012 standards</li> </ul> Equivalent outcome.  |
| Release 5 | Updated mapping information. Changes to assessment requirements. Equivalent outcome.  |
| Release 4 | Updated mapping information. Equivalent outcome.  |
| Release 3 | Updated mapping information.  |
| Release 2 | Minor corrections to formatting to improve readability. Equivalent competency outcome.  |
| Release 1 | This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the 2012 Standards for Training Packages.<br><br>Significant changes to elements and performance criteria, changes to scope of unit. New evidence requirements for assessment.<br><br>Removal of prerequisite unit. |

### Application

This unit describes the skills and knowledge required to provide a first aid response to a casualty. The unit applies to all workers who may be required to provide a first aid response in a range of situations, including community and workplace settings.

*Specific licensing /regulatory requirements relating to this competency, including requirements for refresher training should be obtained from the relevant national/state/territory Work Health and Safety Regulatory Authorities.*

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

1. Respond to an emergency situation

- 1.1 Recognise an emergency situation
- 1.2 Identify, assess and manage immediate hazards to health and safety of self and others
- 1.3 Assess the casualty and recognise the need for first aid response
- 1.4 Assess the situation and seek assistance from emergency response services

2. Apply appropriate first aid procedures

- 2.1 Perform cardiopulmonary resuscitation (CPR) in accordance with Australian Resuscitation Council (ARC) guidelines
- 2.2 Provide first aid in accordance with established first aid principles
- 2.3 Display respectful behaviour towards casualty
- 2.4 Obtain consent from casualty where possible
- 2.5 Use available resources and equipment to make the casualty as comfortable as possible
- 2.6 Operate first aid equipment according to manufacturer's instructions
- 2.7 Monitor the casualty's condition and respond in accordance with first aid principles

3. Communicate details of the incident

- 3.1 Accurately convey incident details to emergency response services
- 3.2 Report details of incident to workplace supervisor as appropriate
- 3.3 Maintain confidentiality of records and information in line with statutory and/or organisational policies

**ELEMENT****PERFORMANCE CRITERIA**

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

4. Evaluate the incident and own performance

4.1 Recognise the possible psychological impacts on self and other rescuers involved in critical incidents

4.2 Participate in debriefing to address individual needs

**Foundation Skills**

*The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.*

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

**Unit Mapping Information**

No equivalent unit.

**Links**

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## Assessment Requirements for HLTAID003 Provide first aid

### Modification History

| Release   | Comments  |
|-----------|---|
| Release 6 | Updated: <ul style="list-style-type: none"> <li>• assessor requirements statement</li> <li>• foundation skills lead in statement</li> <li>• licensing statement</li> <li>• modification history to reflect 2012 standards</li> </ul> Equivalent outcome.  |
| Release 5 | Updated mapping information. Changes to assessment requirements. Equivalent outcome.  |
| Release 4 | Updated mapping information. Equivalent outcome.  |
| Release 3 | Updated mapping information.  |
| Release 2 | Minor corrections to formatting to improve readability. Equivalent competency outcome.  |
| Release 1 | This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the 2012 Standards for Training Packages.<br>Significant changes to elements and performance criteria, changes to scope of unit. New evidence requirements for assessment.<br>Removal of prerequisite unit. |

### Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has completed the following tasks in line with state/territory regulations, first aid codes of practice, Australian Resuscitation Council (ARC) guidelines and workplace procedures:

- Followed DRSABCD in line with ARC guidelines, including:

- performed at least 2 minutes of uninterrupted single rescuer cardiopulmonary resuscitation (CPR) (5 cycles of both compressions and ventilations) on an adult resuscitation manikin placed on the floor
- performed at least 2 minutes of uninterrupted single rescuer CPR (5 cycles both compressions and ventilations) on an infant resuscitation manikin placed on a firm surface
- responded appropriately in the event of regurgitation or vomiting
- managed the unconscious breathing casualty
- followed single rescue procedure, including the demonstration of a rotation of operators with minimal interruptions to compressions
- followed the prompts of an Automated External Defibrillator (AED)
- Responded to at least two simulated first aid scenarios contextualised to the candidate's workplace/community setting, including:
  - conducted a visual and verbal assessment of the casualty
  - demonstrated safe manual handling techniques
  - post-incident debrief and evaluation
  - provided an accurate verbal or written report of the incident
- Applied first aid procedures for the following:
  - allergic reaction
  - anaphylaxis
  - bleeding control
  - choking and airway obstruction
  - envenomation, using pressure immobilisation
  - fractures, sprains and strains, using arm slings, roller bandages or other appropriate immobilisation techniques
  - respiratory distress, including asthma
  - shock

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- State/Territory regulations, first aid codes of practice and workplace procedures including:
  - ARC Guidelines relevant to provision of CPR and first aid
  - safe work practices to minimise risks and potential hazards
  - infection control principles and procedures, including use of standard precautions
  - requirements for currency of skill and knowledge
- legal, workplace and community considerations including:
  - awareness of potential need for stress-management techniques and available support following an emergency situation
  - duty of care requirements

- respectful behaviour towards a casualty
- own skills and limitations
- consent
- privacy and confidentiality requirements
- importance of debriefing
- considerations when providing first aid including:
  - airway obstruction due to body position
  - appropriate duration and cessation of CPR
  - appropriate use of an AED
  - chain of survival
  - standard precautions
  - how to conduct a visual and verbal assessment of the casualty
- principles and procedures for first aid management of the following scenarios:
  - abdominal injuries
  - allergic reaction
  - anaphylaxis
  - basic care of a wound
  - bleeding control
  - burns
  - cardiac conditions, including chest pain
  - choking and airway obstruction
  - crush injuries
  - diabetes
  - dislocations
  - drowning
  - envenomation
  - environmental impact, including hypothermia, hyperthermia, dehydration and heat stroke
  - eye and ear injuries
  - fractures
  - febrile convulsions
  - head, neck and spinal injuries
  - minor skin injuries
  - needle stick injuries
  - poisoning and toxic substances
  - respiratory distress, including asthma
  - seizures, including epilepsy
  - shock
  - soft tissue injuries, including strains and, sprains
  - stroke

- unconsciousness
- basic anatomy and physiology relating to:
  - how to recognise a person is not breathing normally
  - chest
  - response/consciousness
  - upper airway and effect of positional change
  - considerations in provision of first aid for specified conditions

## Assessment Conditions

Skills must be demonstrated working individually in an environment that provides realistic in-depth, industry-validated scenarios and simulations to assess candidates' skills and knowledge.

Assessment resources must include:

- adult and infant resuscitation manikins in line with ARC Guidelines for the purpose of assessment of CPR procedures
- adrenaline auto-injector training device
- AED training device
- placebo bronchodilator and spacer device
- roller bandages
- triangular bandages
- workplace First Aid kit
- workplace injury, trauma and/or illness record, or other appropriate workplace incident report form for written reports
- wound dressings

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

## Assessor requirements

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## HLTAID005 Provide first aid in remote situations

### Modification History

| Release   | Comments  |
|-----------|---|
| Release 5 | <p>Updated:</p> <ul style="list-style-type: none"> <li>• assessor requirements statement</li> <li>• foundation skills lead in statement</li> <li>• licensing statement</li> <li>• modification history to reflect 2012 standards</li> </ul> <p>Equivalent outcome.</p>  |
| Release 4 | Updated mapping information. Changes to assessment requirements. Equivalent outcome.  |
| Release 3 | Updated mapping information. Equivalent outcome.  |
| Release 2 | Minor changes to formatting to improve readability.   |
| Release 1 | <p>This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria, changes to scope of unit.</p> <p>New evidence requirements for assessment, including use of contextualised remote scenarios.</p> |

### Application

This unit describes the skills and knowledge required to provide first aid response and emergency life support to a casualty in a remote and/or isolated situation.

The unit applies to workers who may be required to prepare for and provide a first aid response in locations beyond the reach of timely medical assistance.

*Specific licensing /regulatory requirements relating to this competency, including requirements for refresher training should be obtained from the relevant national/state/territory Work Health and Safety Regulatory Authorities.*



## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

1. Respond to a remote emergency situation

- 1.1 Plan for isolated travel or work if required, accounting for expected contingencies
- 1.2 Recognise an emergency situation
- 1.3 Identify, assess and manage immediate hazards to health and safety of self and others
- 1.4 Assess the casualty and recognise the need for first aid response
- 1.5 Assess the situation and evaluate options for medical assistance
- 1.6 Evaluate options for transporting casualty or waiting for medical assistance in relation to environmental issues, risks, transport availability and casualty condition

2. Apply appropriate first aid procedures

- 2.1 Perform cardiopulmonary resuscitation (CPR) in accordance with Australian Resuscitation Council (ARC) guidelines
- 2.2 Provide first aid in accordance with established first aid principles
- 2.3 Display respectful behaviour towards casualty
- 2.4 Obtain consent from casualty where possible
- 2.5 Use available resources and equipment to make the casualty as comfortable as possible
- 2.6 Operate first aid equipment according to manufacturer's instructions
- 2.7 Monitor the casualty's condition and respond in accordance with first aid principles

3. Manage the incident

- 3.1 Seek assistance from others present to manage incident circumstances
- 3.2 Establish communication links with emergency response services and convey incident details
- 3.3 Report details of casualty condition, changes in

**ELEMENT**

*Elements define the essential outcomes.*

**PERFORMANCE CRITERIA**

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

condition, management and responses

3.4 Assist in the evacuation of the casualty by following directions given by emergency response services as required

3.5 Maintain confidentiality of records and information in line with statutory and/or organisational policies

4. Evaluate the incident and own performance

4.1 Recognise the possible psychological impacts on self and other rescuers involved in critical incidents

4.2 Participate in debriefing to address individual needs

**Foundation Skills**

*The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.*

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

**Unit Mapping Information**

No equivalent unit

**Links**

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## Assessment Requirements for HLTAID005 Provide first aid in remote situations

### Modification History

| Release   | Comments   |
|-----------|--|
| Release 5 | Updated: <ul style="list-style-type: none"> <li>• assessor requirements statement</li> <li>• foundation skills lead in statement</li> <li>• licensing statement</li> <li>• modification history to reflect 2012 standards</li> </ul> Equivalent outcome.   |
| Release 4 | Updated mapping information. Changes to assessment requirements. Equivalent outcome.   |
| Release 3 | Updated mapping information. Equivalent outcome.   |
| Release 2 | Minor changes to formatting to improve readability.  |
| Release 1 | This version was released in <i>HLT Health Training Package release 1.0</i> and meets the requirements of the New Standards for Training Packages.<br><br>Significant changes to elements and performance criteria, changes to scope of unit.<br><br>New evidence requirements for assessment, including use of contextualised remote scenarios. |

### Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has completed the following tasks in line with state/territory regulations, first aid codes of practice, Australian Resuscitation Council (ARC) guidelines and workplace procedures:

- Followed DRSABCD in line with ARC guidelines, including:
  - performed at least 2 minutes of uninterrupted single rescuer cardiopulmonary resuscitation (CPR) (5 cycles of both compressions and ventilations) on an adult resuscitation manikin placed on the floor

- performed at least 2 minutes of uninterrupted single rescuer CPR (5 cycles both compressions and ventilations) on an infant resuscitation manikin placed on a firm surface
- responded appropriately in the event of regurgitation or vomiting
- managed the unconscious breathing casualty
- followed single rescue procedure, including the demonstration of a rotation of operators with minimal interruptions to compressions
- followed the prompts of an Automated External Defibrillator (AED)
- Responded to at least three simulated first aid scenarios contextualised to the candidate's remote and/or isolated situation:
  - demonstrated safe manual handling techniques
  - conducted a visual and verbal secondary survey assessment of the casualty
  - assessed vital signs, including respirations, pulse and temperature
  - post-incident debrief and evaluation
  - provided an accurate verbal and written report of the incident
- Applied first aid response in a remote situation for the following:
  - allergic reaction
  - anaphylaxis
  - basic care of a wound
  - bleeding control
  - choking and airway obstruction
  - envenomation, using pressure immobilisation
  - environmental impacts, including hypothermia, hyperthermia, dehydration and heat stroke
  - fractures, sprains and strains, using arm slings, roller bandages or other appropriate immobilisation techniques
  - head, neck and spinal injuries, using immobilisation principles
  - respiratory distress, including asthma
  - shock

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- State/Territory regulations, first aid codes of practice and workplace procedures including:
  - ARC guidelines relevant to provision of CPR and first aid
  - safe work practices to minimise risks and potential hazards
  - infection control principles and procedures, including use of standard precautions
  - requirements for currency of skill and knowledge
- legal, workplace and community considerations including:

- awareness of potential need for stress-management techniques and available support following an emergency situation
- duty of care requirements
- respectful behaviour towards a casualty
- own skills and limitations
- consent
- privacy and confidentiality requirements
- importance of debriefing
- considerations when providing first aid, including:
  - airway obstruction due to body position
  - appropriate duration and cessation of CPR
  - appropriate use of an AED
  - chain of survival
  - standard precautions
  - how to conduct a visual and verbal secondary survey assessment
  - assessment and interpretation of vital signs, including respirations, temperature and pulse
- principles and procedures for first aid management of the following scenarios, contextualised to the candidate's remote and/or isolated situation:
  - abdominal injuries
  - allergic reaction
  - anaphylaxis
  - basic care of a wound
  - bleeding control
  - burns
  - cardiac conditions, including chest pain
  - choking and airway obstruction
  - crush injuries
  - diabetes
  - dislocations
  - drowning
  - envenomation
  - environmental impact, including hypothermia, hyperthermia, dehydration and heat stroke
  - eye and ear injuries
  - febrile convulsions
  - fractures
  - head, neck and spinal injuries
  - minor skin injuries
  - needle stick injuries

- poisoning and toxic substances
- respiratory distress, including asthma
- seizures, including epilepsy
- shock
- soft tissue injuries, including sprains and strains
- stroke
- unconsciousness
- remote considerations in the provision of first aid, including:
  - typical hazards and strategies for preparing supplies to address contingencies
  - management options relating to transporting casualty, including aero-medical evacuation
  - how to identify and prepare areas for safe evacuation, including aero-medical evacuation
  - how and when to access emergency response services
  - communication systems, equipment and methods available in remote situations
  - priorities of management in first aid when dealing with life-threatening conditions
  - specific considerations contextualised to alpine, desert, marine, rural/remote settings and tropical environments
- basic anatomy and physiology relating to:
  - how to recognise a person is not breathing normally
  - chest
  - response/consciousness
  - upper airway and effect of positional change
  - considerations in provision of first aid for specified conditions, including specific considerations for remote settings

## Assessment Conditions

Skills must be demonstrated working individually in an environment that provides realistic in-depth, industry-validated scenarios and simulations to assess candidates' skills and knowledge.

- Assessment resources must include:
  - adult and infant resuscitation manikins in line with ARC Guidelines for the purpose of assessment of CPR procedures
  - adrenaline auto-injector training device
  - AED training device
  - placebo bronchodilator and spacer device
  - roller bandages
  - thermometer
  - triangular bandages
  - workplace First Aid kit suitable for remote locations

- workplace injury, trauma and/or illness record, or other appropriate workplace incident report form
- wound dressings

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

### **Assessor requirements**

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

### **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705>

## MEM18001C Use hand tools

### Modification History

Not Applicable

### Unit Descriptor

|                        |   |
|------------------------|---|
| <b>Unit descriptor</b> | This unit covers using a range of hand tools for a variety of general engineering applications. |
|------------------------|---|

### Application of the Unit

|                                |  |
|--------------------------------|--|
| <b>Application of the unit</b> | <p>Applications may include hand tools used for adjusting, dismantling, assembling and finishing of items or components, and the finishing, cutting, scraping of metallic and non-metallic material to size and shape. This includes simple tapping and threading and routine maintenance of hand tools.</p> <p>This unit should not be selected if the hand tool is dedicated to a single operation or machine and if only a machine specific/customised tool is used.</p> <p>When using hand held power tools or power tools used for hand held operations, refer to Unit MEM18002B (Use power tools/hand held operations).</p> <p><b>Band: A</b></p> <p><b>Unit Weight: 2</b></p> |
|--------------------------------|--|

### Licensing/Regulatory Information

Not Applicable



## Pre-Requisites

|                           |  |
|---------------------------|--|
| <b>Prerequisite units</b> |  |
|                           |  |
|                           |  |

## Employability Skills Information

|                             |  |
|-----------------------------|--|
| <b>Employability skills</b> | This unit contains employability skills. |
|-----------------------------|--|

## Elements and Performance Criteria Pre-Content

|   |  |
|---|--|
| Elements describe the essential outcomes of a unit of competency. | Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide. |
|---|--|

## Elements and Performance Criteria

| <b>ELEMENT</b>    | <b>PERFORMANCE CRITERIA</b>   |
|-------------------|---|
| 1. Use hand tools | <p>1.1. Hand tools are selected appropriate to the task requirements.</p> <p>1.2. Hand tools are used to produce desired outcomes to job specifications which may include finish, tension, size or shape.</p> <p>1.3. All safety requirements are adhered to before, during and after use.</p> <p>1.4. Unsafe or faulty tools are identified and marked for repair according to designated procedures before, during and after use.</p> <p>1.5. Routine maintenance of tools, including hand sharpening is undertaken according to standard</p> |

| ELEMENT | PERFORMANCE CRITERIA  |
|---------|---|
|         | <p>operational procedures, principles and techniques.</p> <p>1.6. Hand tools are stored safely in appropriate location according to standard operational procedures and manufacturers' recommendations.</p> |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

#### Required skills

Look for evidence that confirms skills in:

- reading and following information on standard operating procedures
- following verbal instructions
- selecting hand tools appropriate to the task
- using hand tools safely
- identifying hand tool defects and marking for repair
- maintaining/sharpening hand tools using appropriate techniques
- storing hand tools in accordance with manufacturers'/standard operating procedures

#### Required knowledge

Look for evidence that confirms knowledge of:

- applications of different hand tools in a general engineering context
- common faults and/or defects in hand tools
- procedures for marking unsafe or faulty tools for repair
- routine maintenance requirements for a range of hand tools
- storage location and procedures for a range of hand tools
- hazards and control measures associated with using hand tools
- use and application of personal protective equipment
- safe work practices and procedures

## Evidence Guide

| <b>EVIDENCE GUIDE</b>   |  |
|---|--|
| <p>The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p> |  |
| <b>Overview of assessment</b>   | <p>A person who demonstrates competency in this unit must be able to use hand tools for a range of general engineering applications.</p>   |
| <b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b>   | <p>Assessors must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria, including required knowledge, and be capable of applying the competency in new and different situations and contexts.</p>  |
| <b>Context of and specific resources for assessment</b>   | <p>This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.</p> <p>This unit could be assessed in conjunction with any other units addressing the safety, quality, communication, materials handling, recording and reporting associated with using hand tools or other units requiring the exercise of the skills and knowledge covered by this unit.</p> |
| <b>Method of assessment</b>   | <p>Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including direct observation, supervisor's reports, project work, samples and questioning. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit of competency. The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.</p>  |
| <b>Guidance information for assessment</b>  |  |

## Range Statement

| <b>RANGE STATEMENT</b>   |   |
|--|---|
| <p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p> |   |
| <b>Hand tools</b>  | Hacksaws, hammers, punches, screwdrivers, sockets, wrenches, scrapers, chisels, gouges, wood planes and files of all cross-sectional shapes and types |
| <b>Job specifications</b>  | Finish, tension, size or shape etc.   |
| <b>Routine maintenance</b>   | Cleaning, lubricating, tightening, simple tool repairs, hand sharpening and adjustments using engineering principles, tools, equipment and procedures |

## Unit Sector(s)

|                    |  |
|--------------------|--|
| <b>Unit sector</b> |  |
|--------------------|--|

## Co-requisite units

|                           |  |
|---------------------------|--|
| <b>Co-requisite units</b> |  |
|                           |  |
|                           |  |

## Competency field

|                         |                             |
|-------------------------|-----------------------------|
| <b>Competency field</b> | Maintenance and diagnostics |
|-------------------------|-----------------------------|

## MEM18002B Use power tools/hand held operations

### Modification History

Not Applicable

### Unit Descriptor

|                        |   |
|------------------------|---|
| <b>Unit descriptor</b> | This unit covers using a range of hand held power tools and fixed power tools for hand held operations for a variety of general engineering applications. |
|------------------------|---|

### Application of the Unit

|                                |   |
|--------------------------------|---|
| <b>Application of the unit</b> | <p>This unit applies to loosening and fastening items or components and shaping, finishing, cutting, grinding metallic and non-metallic materials and/or tool bits to size and shape.</p> <p>This unit should not be selected if the power tools used are dedicated to an operation or machine, e.g. nut-runner, air drill, power driver, etc.</p> <p>For using hand tools, see Unit MEM18001C (Use hand tools).</p> <p><b>Band: A</b></p> <p><b>Unit Weight: 2</b></p> |
|--------------------------------|---|

### Licensing/Regulatory Information

Not Applicable

### Pre-Requisites

|                           |  |
|---------------------------|--|
| <b>Prerequisite units</b> |  |
|---------------------------|--|

|                           |  |
|---------------------------|--|
| <b>Prerequisite units</b> |  |
|                           |  |
|                           |  |

## Employability Skills Information

|                             |  |
|-----------------------------|--|
| <b>Employability skills</b> | This unit contains employability skills. |
|-----------------------------|--|

## Elements and Performance Criteria Pre-Content

|   |  |
|---|--|
| Elements describe the essential outcomes of a unit of competency. | Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide. |
|---|--|

## Elements and Performance Criteria

| ELEMENT            | PERFORMANCE CRITERIA   |
|--------------------|--|
| 1. Use power tools | <p>1.1. Power tools are selected appropriate to the task requirements.</p> <p>1.2. Power tools are used for a determined sequence of operations - which may include clamping, alignment and adjustment to produce desired outcomes - to job specifications which may include finish, size or shape.</p> <p>1.3. All safety requirements are adhered to before, during and after use.</p> <p>1.4. Unsafe or faulty tools are identified and marked for repair before, during and after use according to designated procedures.</p> <p>1.5. Operational maintenance of tools, including hand sharpening, is undertaken according to standard</p> |

| ELEMENT | PERFORMANCE CRITERIA  |
|---------|---|
|         | <p>workplace procedures, principles and techniques.</p> <p>1.6. Power tools are stored safely in appropriate location according to standard workshop procedures and manufacturers' recommendations.</p> |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

#### Required skills

Look for evidence that confirms skills in:

- reading and following information on standard operating procedures
- following verbal instructions
- selecting power tools appropriate to the task
- using power tools safely
- using clamping/securing devices
- identifying power tool defects
- maintaining power tools using appropriate techniques
- sharpening tools/tool bits within the scope of this unit
- storing power tools according to manufacturers'/ standard operating procedures.

#### Required knowledge

Look for evidence that confirms knowledge of:

- application of different power tools
- clamping/securing methods
- adjustments/alignments to a range of power tools
- common faults and/or defects in power tools
- procedures for marking unsafe or faulty power tools for repair
- routine maintenance requirements of a range of power tools
- tool sharpening techniques for a range of power tools
- storage location and procedures of a range of power tools
- hazards/control measures associated with power tools
- use and application of personal protective equipment
- safe work practices and procedures



## Evidence Guide

| <b>EVIDENCE GUIDE</b>   |  |
|---|--|
| <p>The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p> |  |
| <b>Overview of assessment</b>   | <p>A person who demonstrates competency in this unit must be able to use power tools/hand held operations.</p>   |
| <b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b>   | <p>Assessors must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria, including required knowledge, and be capable of applying the competency in new and different situations and contexts.</p>  |
| <b>Context of and specific resources for assessment</b>   | <p>This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.</p> <p>This unit could be assessed in conjunction with any other units addressing the safety, quality, communication, materials handling, recording and reporting associated with using power tools/hand held operations or other units requiring the exercise of the skills and knowledge covered by this unit.</p> |
| <b>Method of assessment</b>   | <p>Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including direct observation, supervisor's reports, project work, samples and questioning. Questioning should not require language, literacy and numeracy skills beyond those required in this unit. The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.</p>   |

**EVIDENCE GUIDE**

|  |  |
|--|--|
| <b>Guidance information for assessment</b> |  |
|--|--|

**Range Statement****RANGE STATEMENT**

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

**Power tools**

Electric or pneumatic/hydraulic drills, grinders, jigsaws, nibblers, cutting saws, sanders, planers, routers, pedestal drills and pedestal grinders

**Clamping**

Multigrips, vices, jigs and fixtures, clamps etc.

**Job specifications**

Finish, size or shape etc.

**Operational maintenance**

Hand sharpening, cleaning, lubricating, tightening  
Simple tool repairs and adjustments using engineering principles, tools, equipment and procedures to statutory and regulatory requirements

**Unit Sector(s)**

|                    |  |
|--------------------|--|
| <b>Unit sector</b> |  |
|--------------------|--|

## Co-requisite units

|                           |  |  |
|---------------------------|--|--|
| <b>Co-requisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

## Competency field

|                         |                             |
|-------------------------|-----------------------------|
| <b>Competency field</b> | Maintenance and diagnostics |
|-------------------------|-----------------------------|

# MSS405070A Develop and manage sustainable energy practices

## Modification History

New unit, superseding MSACMT670A Develop and manage sustainable energy practices - Equivalent

## Unit Descriptor

This unit of competency covers the skills and knowledge required to identify opportunities for, and make improvements in, sustainable energy practices in an organisation. Areas covered include efficient use of raw materials, management of waste, electricity conservation, heat conservation and management, water management, environment protection and environment obligations of enterprises.

## Application of the Unit

This unit applies to an individual who is required to establish systems for improved energy practices in an organisation. The unit involves analysis of energy used in processes and operations and categorising the energy use according to lean principles. The unit covers categorising energy into necessary use and waste with the waste being further categorised into necessary waste and unnecessary waste. Strategies for eliminating or minimising energy waste are covered with benefit/cost analyses being required for strategies.

This unit primarily requires the application of communication and problem solving skills associated with collecting and analysing information. An ability to analyse energy use of technology or processes will be applied. Initiative and enterprise, and planning and organising are also required to develop plans for efficient energy use. This unit also requires aspects of self-management and learning to ensure feedback and new learning is integrated into the development of processes.

Where the quantum of energy used is not easily available or a formal calculation of energy use is required through an energy balancing calculation (e.g. for regulatory purposes) the unit *MSS015011A Conduct a sustainability energy audit* may also be required.

## Licensing/Regulatory Information

Not applicable.

## Pre-Requisites

Not applicable.

## Employability Skills Information

This unit contains employability skills.

### Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

### Elements and Performance Criteria

|   |                                   |     |   |
|---|-----------------------------------|-----|---|
| 1 | Analyse energy use                | 1.1 | Identify all energy consuming processes   |
|   |                                   | 1.2 | Determine quantity and nature of energy consumed  |
|   |                                   | 1.3 | Analyse energy consumed and generated in different parts of the process                         |
|   |                                   | 1.4 | Determine source of energy consumed in process  |
| 2 | Develop energy conservation plans | 2.1 | Determine the efficiency of use of energy by all energy consuming processes                     |
|   |                                   | 2.2 | Determine causes of low efficiency of use   |
|   |                                   | 2.3 | Develop plans for increasing the efficiency of energy use                                       |
|   |                                   | 2.4 | Determine benefit/cost of plans   |
| 3 | Develop energy trading plans      | 3.1 | Compare energy generating activities with energy consuming activities                           |
|   |                                   | 3.2 | Determine feasibility of energy consuming activities using energy generated by other activities |

|   |   |     |   |
|---|---|-----|---|
|   |   | 3.3 | Develop plans for energy trading                                  |
|   |   | 3.4 | Determine benefit/cost of plans                                   |
| 4 | Investigate alternative sources of energy   | 4.1 | Develop a specification for energy required                       |
|   |   | 4.2 | Identify a range of sources for that energy                       |
|   |   | 4.3 | Determine benefit/cost for alternative energy sources             |
| 5 | Develop plans for more efficient energy use | 5.1 | Compare benefit/costs for different alternatives developed        |
|   |   | 5.2 | Rank proposals based on benefit/cost compare to limited resources |
|   |   | 5.3 | Check proposals meet regulatory requirements                      |
|   |   | 5.4 | Recommend proposals for improving energy efficiency               |
| 6 | Implement selected plans                    | 6.1 | Liaise with relevant people to implement energy efficiency plans  |
|   |   | 6.2 | Follow through to ensure implementation occurs                    |
|   |   | 6.3 | Monitor implementation and make adjustments, as required          |
|   |   | 6.4 | Check new energy usage to ensure improvements have occurred       |

## Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

### Required skills

Required skills include:

- using common units, symbols and formulae common in energy-related calculations
- applying mathematics

- communicating with a variety of groups and individuals using different media
- solving complex problems individually and as part of a team
- reviewing range of existing data for suitability and determining where new data gathering is required
- planning and organising complex whole of organisation activities relating to energy use, including objectives, timelines, implementation procedures and monitoring strategy
- determining where energy balancing techniques are required
- accessing manufacturers' data and other sources of energy consumption for individual equipment and processes
- mapping processes and energy flows
- calculating, manipulating and interpreting numerical data
- ranking energy consumption and waste for area, sites or processes
- calculating the efficiency of use of energy by equipment and processes
- consulting with technical and operative staff on possible non-obvious energy wastes
- consulting and negotiating with stakeholders on implementation process for sustainability improvement

## Required knowledge

Required knowledge includes:

- types and sources of energy
- methods of analysing energy efficiency for different types of energy
- methods of converting energy values from one form to another
- alternative sources of energy
- principles of energy efficiency
- relevant regulatory/legislative requirements
- energy trading schemes and procedures
- organisation and process needs for energy

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

|  |   |
|--|---|
| <p><b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b></p> | <p>A person who demonstrates competency in this unit must be able to provide evidence of their ability to:</p> <ul style="list-style-type: none"> <li>• gather appropriate data to allow energy analyses</li> <li>• categorise energy use into necessary use and waste</li> <li>• develop options for energy reduction including</li> </ul> |
|--|---|

|   |  |
|---|--|
|   | <p>presenting of alternatives and benefit/cost analyses</p> <ul style="list-style-type: none"> <li>• develop strategies and plans for energy use and monitor implementation.</li> </ul>  |
| <b>Context of and specific resources for assessment</b> | <p>Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices.</p> <p>Access may be required to:</p> <ul style="list-style-type: none"> <li>• workplace procedures and plans relevant to work area</li> <li>• specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee</li> <li>• documentation and information in relation to production, waste, overheads and hazard control/management</li> <li>• reports from supervisors/managers</li> <li>• case studies and scenarios to assess responses to contingencies.</li> </ul>  |
| <b>Method of assessment</b>                             | <p>A holistic approach should be taken to the assessment.</p> <p>Competence in this unit may be assessed by using a combination of the following to generate evidence:</p> <ul style="list-style-type: none"> <li>• demonstration in the workplace</li> <li>• workplace projects</li> <li>• suitable simulation</li> <li>• case studies/scenarios (particularly for assessment of contingencies, improvement scenarios, and so on)</li> <li>• targeted questioning</li> <li>• reports from supervisors, peers and colleagues (third-party reports)</li> <li>• portfolio of evidence.</li> </ul> <p>In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge.</p> <p>Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.</p> |
| <b>Guidance information for assessment</b>              | <p>Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.</p>  |



## Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

|   |   |
|---|---|
| <p><b>Competitive systems and practices</b></p> | <p>Competitive systems and practices may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• lean operations</li> <li>• agile operations</li> <li>• preventative and predictive maintenance approaches</li> <li>• monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems</li> <li>• statistical process control systems, including six sigma and three sigma</li> <li>• Just in Time (JIT), kanban and other pull-related operations control systems</li> <li>• supply, value, and demand chain monitoring and analysis</li> <li>• 5S</li> <li>• continuous improvement (kaizen)</li> <li>• breakthrough improvement (kaizen blitz)</li> <li>• cause/effect diagrams</li> <li>• overall equipment effectiveness (OEE)</li> <li>• takt time</li> <li>• process mapping</li> <li>• problem solving</li> <li>• run charts</li> <li>• standard procedures</li> <li>• current reality tree</li> </ul> <p>Competitive systems and practices should be interpreted so as to take into account:</p> <ul style="list-style-type: none"> <li>• the stage of implementation of competitive systems and practices</li> <li>• the size of the enterprise</li> </ul> |
|---|---|

|                          |   |
|--------------------------|---|
|                          | <ul style="list-style-type: none"> <li>the work organisation, culture, regulatory environment and the industry sector</li> </ul>  |
| <b>Waste</b>             | <p>Waste (also known as muda in the Toyota Production System and its derivatives) is any activity which does not contribute to customer benefit/features in the product.</p> <p>Within operations, categories of waste include:</p> <ul style="list-style-type: none"> <li>excess production and early production</li> <li>delays</li> <li>movement and transport</li> <li>poor process design</li> <li>inventory</li> <li>inefficient performance of a process</li> <li>making defective items</li> <li>activities which do not yield any benefit to the organisation or any benefit to the organisations customers</li> </ul> |
| <b>Necessary waste</b>   | <p>Necessary waste is:</p> <ul style="list-style-type: none"> <li>any activity or cost which does not contribute directly to customer benefit/feature in the product, and which cannot be avoided (e.g. regulatory compliance and fixed costs). Necessary waste cannot be eliminated but should be managed</li> </ul>   |
| <b>Unnecessary waste</b> | <p>Unnecessary waste is:</p> <ul style="list-style-type: none"> <li>any activity or cost which does not contribute directly to customer benefit/features in the product and can be avoided. Unnecessary waste should be eliminated as quickly as practical</li> </ul>   |
| <b>Energy</b>            | <p>Energy includes:</p> <ul style="list-style-type: none"> <li>all sources of energy used by the process be it electricity, gas or mobile transport fuel</li> </ul> <p>The uses of the energy will also be potentially wide and include:</p> <ul style="list-style-type: none"> <li>heating and cooling</li> <li>moving materials (e.g. pumps and conveyors)</li> <li>modifying materials (e.g. cutting, forming, weaving, knitting, reacting, moulding, extruding and mixing)</li> <li>generating pressure/vacuum or providing motive power for equipment and transport</li> </ul>   |
| <b>Energy trading</b>    | <p>Energy trading means both formal trading where the organisation investigates alternatives to:</p>  |

|  |  |
|--|--|
|  | <ul style="list-style-type: none"><li>• the buying of energy through alternative suppliers and tender processes</li><li>• selling of excess energy produced by the organisation to energy companies or other producers</li></ul> and <ul style="list-style-type: none"><li>• internal trading of excess energy from one area to an energy consuming area elsewhere in the organisation</li></ul> |
|--|--|

## Unit Sector(s)

Unit sector

Competitive systems and practices

## Custom Content Section

Not applicable.

## RIISAM204D Operate small plant and equipment

### Modification History

| Release | Comment  |
|---------|--|
| 1       | This unit replaces RIISAM204B Operate small plant and equipment  |
| 2       | Editorial corrections  |
| 3       | Required frequency and volume of evidence amended in Performance evidence. Substantial amendments made in Assessment Conditions field, including: references to Industry Sectors, assessor and subject matter expert experience requirements, how assessment should be conducted and what it should confirm. |

### Application

This unit describes a participant's skills and knowledge required to operate small plant and equipment in the Resources and Infrastructure Industry.

This unit is appropriate for those working in operational roles.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Elements and Performance Criteria

|   |  |
|---|--|
| 1. Plan and prepare for operating small plant and equipment | <p>1.1 Access, interpret and apply operate small plant and equipment documentation to ensure the work activity is compliant</p> <p>1.2 Obtain, read, interpret, clarify and confirm work requirements</p> <p>1.3 Identify and address potential risks, hazards and environmental issues, and implement control measures</p> <p>1.4 Select and wear personal protective equipment appropriate for work activities</p> <p>1.5 Select and check for faults plant, tools and equipment appropriate for the work activity</p> <p>1.6 Obtain and interpret emergency procedures, and be prepared for fire/accident/emergency</p> |
|---|--|

|                                    |   |
|------------------------------------|---|
| 2. Conduct pre-operational checks  | 2.1 Select and use fuel and lubricants<br>2.2 Check and adjust fuel, oil, hydraulic fluid and water levels<br>2.3 Inspect, secure/tighten and maintain bolts, nuts, guards and attachment couplings<br>2.4 Check and adjust function of controls and gauges<br>2.5 Conduct standard start-up and shutdown procedures  |
| 3. Use small plant and equipment   | 3.1 Identify site hazards associated with small plant and equipment operations and establish appropriate controls<br>3.2 Identify and apply operating techniques for small plant and equipment to achieve optimum output while maintaining specified tolerances<br>3.3 Operate machine to produce results within specified tolerances<br>3.4 Store plant and equipment safely when not in immediate use |
| 4. Carry out operator maintenance  | 4.1 Prepare machine for maintenance<br>4.2 Conduct inspection and fault finding<br>4.3 Carry out scheduled maintenance tasks<br>4.4 Process written maintenance records   |
| 5. Conduct housekeeping activities | 5.1 Clear work area and dispose of or recycle materials<br>5.2 Clean and maintain condition of equipment, ensure suitability for use, and address/report issues<br>5.3 Process records  |

## Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit. Further information is available in the Resources and Infrastructure Industry Training Package Companion Volume.

## Unit Mapping Information

RIISAM204B Operate small plant and equipment

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=88a61002-9a21-4386-aaf8-69c76e675272>



# Assessment Requirements for RIISAM204D Operate small plant and equipment

## Modification History

| Release | Comment   |
|---------|---|
| 1       | This unit replaces RIISAM204B Operate small plant and equipment   |
| 2       | Editorial corrections   |
| 3       | Required frequency and volume of evidence amended in Performance evidence.<br>Substantial amendments made in Assessment Conditions field, including: references to Industry Sectors, assessor and subject matter expert experience requirements, how assessment should be conducted and what it should confirm. |

## Performance Evidence

Evidence is required to be collected that demonstrates a candidate's competency in this unit. Evidence must be relevant to the roles within this sector's work operations and satisfy all of the requirements of the performance criteria of this unit and include evidence that the candidate:

- locates and applies relevant documentation, policies and procedures
- demonstrates completion of the operation of small plant and equipment that safely, effectively and efficiently meets all of the required outcomes on more than one (1) occasion including:
  - conducting pre-operational checks
  - identifying and managing site hazards
  - identifying and using correct operating techniques to achieve optimum output while maintaining specified tolerances
  - correctly storing equipment while not in use
  - completing operator maintenance
  - clearing work area

## Knowledge Evidence

The candidate must demonstrate knowledge in operating small plant and equipment through:

- identifying small plant and equipment types, characteristics, technical capabilities and limitations
- identifying basic soil types and characteristics
- applying small plant and equipment operating techniques related to essential tasks

- interpreting and applying safety data sheets (SDS) and materials handling methods
- interpreting and applying industry and site specific terminology

## Assessment Conditions

- An assessor of this unit must satisfy the requirements of the NVR/AQTF or their successors; and Industry regulations for certification and licensing; and,
- this unit is best assessed in the context of this sector's work environment;
- where personal safety or environmental damage are limiting factors, assessment may occur in a simulated environment provided it is realistic and sufficiently rigorous to cover all aspects of this sector's workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills; and,
- this unit must be assessed in compliance with relevant legislation/regulation and using policies, procedures, processes and operational manuals directly related to the industry sector for which it is being assessed; and,
- assessment may be conducted in conjunction with the assessment of other Units of Competency; and,
- assessment must confirm consistent performance can be applied in a range of relevant workplace circumstances; and,
- assessors must demonstrate the performance evidence, and knowledge evidence as outlined in this Unit of Competency, and through the minimum years of current\* work experience specified below in an Industry sector relevant to the outcomes of the unit; or,
- where the assessor does not meet experience requirements a co-assessment or partnership arrangement must exist between the qualified assessor and an Industry subject matter expert. The Industry subject matter expert should hold the unit being assessed (or an equivalent unit) and/or demonstrate equivalence of skills and knowledge at the unit level. An Industry technical expert must also demonstrate skills and knowledge from the minimum years of current work experience specified below in the Industry sector, including time spent in roles related to the unit being assessed; and,
- assessor and Industry subject matter expert requirements differ depending on the Australian Qualifications Framework Level (AQF) of the qualification being assessed and/or Industry Sector as follows:

| Industry sector  | AQF** Level | Required assessor or Industry subject matter expert experience |
|--|-------------|--|
| Drilling, Metalliferous Mining, Coal Mining, Extractive (Quarrying) and Civil Construction | 1           | 1 Year   |
|  | 2           | 2 Years  |
| Drilling, Coal Mining and Extractive (Quarrying)   | 3-6         | 3 Years  |
| Metalliferous Mining and Civil Construction  | 3-6         | 5 Years  |



|               |  |
|---------------|--|
| Other sectors | Where this Unit is being assessed outside of the Resources and Infrastructure Sectors assessor and/or Industry subject matter expert experience should be in-line with industry standards for the sector in which it is being assessed and where no Industry standard is specified should comply with any relevant regulation. |
|---------------|--|

\*Assessors can demonstrate current work experience through employment within Industry in a role relevant to the outcomes of the Unit; or, for external assessors this can be demonstrated through exposure to Industry by conducting frequent site assessments across various locations.

\*\*Where a unit is being delivered outside of a Qualification the first numeric character in the Unit code should be considered to indicate the AQF level

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=88a61002-9a21-4386-aaf8-69c76e675272>

# SIFCBGM001 Provide general grounds care

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to carry out basic maintenance of grassed and planted areas, such as garden beds and landscape works. It applies to general grounds maintenance staff whose work involves working under supervision and according to work health and safety, relevant legislation and workplace policies and procedures.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Competency Field

Building and Grounds Maintenance

## Unit Sector

Cemetery and Crematoria

## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential outcomes.

1. Maintain grassed areas.
2. Weed grassed and planted areas.

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1 Liaise with supervisor to identify and confirm the mowing height, pattern and distances from tree trunks and shrubs.
- 1.2 Select, prepare and use mowing tools and equipment.
- 1.3 Trim edges according to work requirements.
- 1.4 Apply fertiliser according to manufacturer guidelines.
- 1.5 Dispose of grass trimmings and other waste.
- 2.1 Identify weeds to be removed.
- 2.2 Select, prepare and use weeding tools and equipment.
- 2.3 Prepare and administer weed treatments according to

- manufacturer guidelines.
- 2.4 Remove and dispose of weeds using wastage disposal methods that prevent weed spread.
- 2.5 Clean site according to workplace policies and procedures.
- 3. Water grassed and planted areas.
  - 3.1 Select, prepare and use watering tools and equipment.
  - 3.2 Apply water to grass and plants according to their health requirements.
  - 3.3 Drain, clean and store equipment according to manufacturer guidelines.
- 4. Maintain plants in healthy condition.
  - 4.1 Apply fertiliser according to manufacturer guidelines.
  - 4.2 Treat dead, diseased and damaged plants as required after regular inspection.
  - 4.3 Clean, maintain and store tools and equipment according to manufacturer guidelines.

## Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Unit Mapping Information

SIFBGM001B Provide general grounds care.

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c2c3131e-4418-4aa3-8ff1-a855c95f7fd6>

# Assessment Requirements for SIFCBGM001 Provide general grounds care

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to:

- select, prepare, use, clean and maintain the required tools and equipment according to supervisor instructions and manufacturer guidelines
- maintain grassed and planted areas including: the application of fertiliser; the treatment and removal of weeds, and diseased and damaged plants; the watering of grass and plants; and clean up of the work site
- apply safe handling techniques for chemicals, tools and equipment.

Evidence of performance of providing general grounds care on two or more occasions is required to demonstrate consistency of performance and ability to respond to different situations.

## Knowledge Evidence

Demonstrated knowledge of:

- tools and equipment used for general grounds care, including those for mowing, weeding and watering needs
- different weed types and associated treatment controls
- types and characteristics of annual and perennial weeds
- water and general health requirements of plants
- differences between chemical and non-chemical weed treatment controls
- federal, state or territory, and local government legislation and regulations that impact on grounds maintenance
- environmental impacts in relation to general grounds care and minimal impact practices to reduce these, especially those that relate to resource, water and energy use
- environmentally sound disposal methods for all types of waste and in particular for hazardous substance, spoiled and diseased plant material and those that have a propensity to propagate weeds
- workplace policies and procedure in regard to carrying out general grounds care.

## Assessment Conditions

Skills must be demonstrated in the workplace or in a simulated environment that is as industry realistic as possible. In a simulated environment, it is essential that assessment is conducted:

- using suitable facilities, equipment and resources, including:
  - an environment that has plants and grass, including plants in different states of repair
  - weed treatments, fertilisers, watering, weeding and mowing equipment and personal protective equipment
- under industry conditions where there is:
  - integration of tasks with possible interruptions to work typical of the job role
  - speed and timing requirements that reflect commercial operating conditions
  - interaction with supervisor

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c2c3131e-4418-4aa3-8ff1-a855c95f7fd6>

## SIFCBGM002 Maintain property and structures

### Modification History

Not applicable.

### Application

This unit describes the performance outcomes, skills and knowledge required to undertake basic maintenance of properties and structures where the specialist skills of another trade are not warranted or available. It applies to general grounds maintenance staff whose work involves working under routine supervision and in some cases, responsibility for supervision and coordination within a team may be required. All work is carried out according to work health and safety, relevant legislation and workplace policies and procedures.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### Competency Field

Building and Grounds Maintenance

### Unit Sector

Cemetery and Crematoria

### Elements and Performance Criteria

#### ELEMENTS

Elements describe the essential outcomes.

1. Prepare for maintenance.

2. Perform routine maintenance to properties and structures.

#### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1.1 Liaise with supervisor or team member to identify and confirm work requirements.

1.2 Select and use tools according to work requirements.

1.3 Select and use personal protective equipment according to work requirements.

2.1 Check property for minor maintenance requirements and undertake minor repairs.

2.2 Identify damage to structures and structural finishes

and repair according to supervisor instructions.

3. Collect and dispose of waste or recyclable material.
  - 3.1 Identify and select waste collection and cleaning equipment.
  - 3.2 Collect waste and recyclable material.
  - 3.3 Identify hazardous waste and take corrective action.
  - 3.4 Clean waste receptacles and surrounds.
  - 3.5 Transport waste to disposal point.
  - 3.6 Identify and sort recyclables.
  - 3.7 Dispose of non-reusable waste.
  - 3.8 Re-use recyclable materials according to workplace policies and procedures.
  
4. Finalise maintenance duties.
  - 4.1 Report information about hazards, incidents or accidents.
  - 4.2 Clean and store equipment according to manufacturer guidelines.

## Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Unit Mapping Information

SIFBGM002A Maintain property and structures.

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c2c3131e-4418-4aa3-8ff1-a855c95f7fd6>

# Assessment Requirements for SIFCBGM002 Maintain property and structures

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to:

- select, prepare, use, maintain and clean the required tools and equipment according to supervisor instructions, workplace policies and procedures, and manufacturer guidelines
- maintain and repair property and structural finishes
- collect and dispose of all types of waste
- use safe handling techniques for tools and equipment.

Evidence of performance of maintaining property and structures on two or more occasions is required to demonstrate consistency of performance and ability to respond to different situations.

## Knowledge Evidence

Demonstrated knowledge of:

- cemetery property and structures:
  - fences
  - drains
  - waterways
  - roads
  - car parks
  - vegetation
  - windbreaks
  - paths
  - buildings
  - landscape features
  - sheds
  - benches
  - shelters
- types of structural finishes, including:
  - paint
  - stains



- cladding, such as:
  - corrugated iron
  - shade cloth
  - plastic
  - cement sheeting.
- different types of waste and recyclable materials and associated disposal techniques
- federal, state or territory, and local government legislation and regulations that impact on maintaining property structures
- tools and equipment used in maintaining property structures, including cleaning and personal protective equipment
- waste and recyclable material and range of waste receptacles and disposal points
- environmental impacts in relation to maintaining property structures and minimal impact practices to reduce these, especially those that relate to resource, water and energy use
- correct and environmentally sound disposal methods for all types of waste and in particular for hazardous substance, including materials and equipment containing blood and body fluid, contaminated garments and dressings, sharps, etc
- workplace policies and procedures regarding maintaining property and structures.

## Assessment Conditions

Skills must be demonstrated in the workplace or in a simulated environment that is as industry realistic as possible. In a simulated environment, it is essential that assessment is conducted:

- using suitable facilities, equipment and resources, including:
  - an environment that allows for application of minor maintenance works and identification, collection and disposal of hazardous and general waste
  - maintenance tools and equipment, including personal protective equipment and waste disposal points
- under industry conditions where there is:
  - integration of tasks with possible interruptions to work typical of the job role
  - speed and timing requirements that reflect commercial operating conditions
  - interaction with supervisor and team members

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c2c3131e-4418-4aa3-8ff1-a855c95f7fd6>

# SIFCBGM007 Evaluate building and grounds maintenance and development needs

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to identify and evaluate building and grounds maintenance and development needs and to develop schedules for their completion. It applies to staff involved in supervising general building and grounds maintenance staff, ensuring that all work is performed according to work health and safety, relevant legislation and workplace policies and procedures.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Competency Field

Building and Grounds Maintenance

## Unit Sector

Cemetery and Crematoria

## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential outcomes.

1. Identify building and grounds maintenance and development requirements.

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1 Liaise with appropriate staff to identify preventative maintenance needs.
- 1.2 Inspect building and grounds works according to regular schedule and identify maintenance requirements.
- 1.3 Identify and assess maintenance reports according to public safety requirements.
- 1.4 Develop strategy to resolve identified reported maintenance issues.
- 1.5 Identify and prioritise building and grounds

- development proposals against workplace requirements and plans.
- 1.6 Assess building and grounds development proposals to determine sustainability of development.
  - 1.7 Consult with specialist technical expert or external consultant as required.
2. Report on building and grounds condition.
    - 2.1 Identify and record problems and faults in building and grounds maintenance and development.
    - 2.2 Prepare reports according to relevant legislation and workplace policies and procedures.
  3. Prepare building and grounds maintenance and development schedules.
    - 3.1 Prepare schedule for building and grounds maintenance and development to meet workplace requirements and plans.
    - 3.2 Check and confirm that planning arrangements adhere to relevant legislation.
    - 3.3 Identify and confirm availability of resources and services needed to implement schedule.

## Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Unit Mapping Information

SIFBGM006A Evaluate building and grounds maintenance and development needs.

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c2c3131e-4418-4aa3-8ff1-a855c95f7fd6>

# Assessment Requirements for SIFCBGM007 Evaluate building and grounds maintenance and development needs

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to:

- inspect, document and prepare report on building and grounds maintenance requirements
- identify and prioritise building and grounds development proposals and prepare schedules to meet the specific and current needs of the workplace.

Evidence of performance of evaluating maintenance and development needs for two or more building and ground sites is required to demonstrate consistency of performance and ability to respond to different situations.

## Knowledge Evidence

Demonstrated knowledge of:

- methods for preventative maintenance
- techniques for asset preservation, including
  - repairing buildings and structures
  - repairing paths
  - pest eradication
  - garden maintenance
- building and grounds maintenance and development needs plans and reporting
- environmental impacts in relation to building and minimal impact practices to reduce these, especially those that relate to resource, water and energy use
- sustainable design principles in relation to building
- federal, state or territory, and local government legislation and regulations that impact on grounds maintenance, including:
  - work health and safety/occupational health and safety
  - workers' compensation legislation and regulations
  - cemetery Acts and by-laws
  - Crematorium Acts
  - local government regulations
  - Lands Act
  - Public Health Act

- Environment Protection Act
- Australian standards
- Safe Work Australia certification and standards
- Traffic Acts and regulations
- workplace policies and procedure in regard to building and grounds maintenance and development.

## Assessment Conditions

Skills must be demonstrated in a workplace where building and grounds inspections can occur to inform the development of plans, schedules and reports:

- using suitable equipment and resources, including:
  - maintenance reports and building and grounds development proposals
- under industry operating conditions where there is:
  - integration of tasks with possible interruptions to work typical of the job role
  - interaction with team members and relevant personnel

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c2c3131e-4418-4aa3-8ff1-a855c95f7fd6>

# SIFCBGM008 Coordinate building and grounds maintenance and development

## Modification History

Not applicable.

## Application

This unit describes the performance outcome, skills and knowledge required to coordinate and monitor the implementation of building and grounds maintenance and development activities, coordinate the flow of information between stakeholders regarding these activities, and evaluate the extent to which the activities meet goals and stakeholder needs. It applies to staff involved in supervising general building and grounds maintenance staff. It involves ensuring that all work is performed according to work health and safety, relevant legislation and workplace policies and procedures.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Competency Field

Building and Grounds Maintenance

## Unit Sector

Cemetery and Crematoria

## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential outcomes.

1. Coordinate and monitor activities, resources and plans.

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1 Monitor and measure building and grounds maintenance and development against work requirements.
- 1.2 Obtain authorisation from appropriate personnel for new building and grounds maintenance and development activities.
- 1.3 Identify issues, problems and risks and develop a range of strategies to address them.
- 1.4 Provide solutions or recommendations to appropriate

- personnel, including proposed contractors or tradespersons.
- 1.5 Follow procedures to ensure proposed contractors are appropriately licensed or qualified.
  - 1.6 Receive authorisation from appropriate staff before implementing recommendations or solutions.
  - 1.7 Keep accurate records of authorised changes.
2. Coordinate information flow.
- 2.1 Provide key stakeholders with timely, accurate and relevant information regarding building and grounds maintenance and development.
  - 2.2 Provide team members and higher level managers with opportunities to contribute information towards building and grounds maintenance and development.
3. Monitor building and grounds maintenance and development activities.
- 3.1 Check and evaluate routine maintenance activities.
  - 3.2 Evaluate building and grounds development activities on completion according to work requirements and stakeholder needs.
  - 3.3 Identify problems and take corrective action.
  - 3.4 Make recommendations regarding changes or improvements in future building and grounds maintenance projects.

## Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Unit Mapping Information

SIFBGM007A Coordinate building and grounds maintenance and development.

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c2c3131e-4418-4aa3-8ff1-a855c95f7fd6>





# Assessment Requirements for SIFCBGM008 Coordinate building and grounds maintenance and development

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to:

- monitor and evaluate routine and non-routine building and grounds maintenance and development activities according to stakeholder requirements and workplace policies and procedures
- identify potential issues, problems and risks and propose solutions
- evaluate completed developments and develop recommendations for future improvements in building and grounds maintenance projects.

Evidence of performance of coordinating two or more building and grounds maintenance and development projects is required to demonstrate consistency of performance and ability to respond to different situations.

## Knowledge Evidence

Demonstrated knowledge of:

- building and grounds maintenance and development requirements, including:
  - building and structure construction
  - path construction
  - building and structure repair
  - path repair
  - vault installations
  - pest eradication
  - garden maintenance
  - garden development
  - roof maintenance.
- key stakeholders and appropriate protocols in working effectively with key stakeholders
- potential issues, problems and risks associated with coordinating building and grounds maintenance and development, and effective risk management strategies used to overcome these
- federal, state or territory, and local government legislation and regulations that impact on grounds maintenance

- workplace policies and procedure regarding the coordination of activities, resources and plans.

## Assessment Conditions

Skills must be demonstrated in a workplace where building and grounds maintenance activities are carried out and can be evaluated:

- using suitable equipment and resources, including:
  - building and grounds maintenance schedules and work proposals
- under industry operating conditions where there is:
  - integration of tasks with possible interruptions to work typical of the job role
  - speed and timing requirements that reflect commercial operating conditions
  - interaction with team members and relevant personnel

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c2c3131e-4418-4aa3-8ff1-a855c95f7fd6>

## SIRRRPK006A Recommend liquor products

### Modification History

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

| Release        | Comments          |
|----------------|-------------------|
| Second Release | Editorial updates |

### Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to develop and apply product knowledge to provide advice to customers with regard to the characteristics of liquor products according to relevant legislation.

### Application of the Unit

This unit applies to frontline service personnel. It involves researching store liquor range, and providing advice to customers and other sales staff on a range of liquor products, their characteristics, storage and serving. It also includes the application of current legislation governing the sale of liquor.

### Licensing/Regulatory Information

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

### Pre-Requisites

Nil

### Employability Skills Information

This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

### Elements and Performance Criteria

| Element   | Performance Criteria   |
|---|--|
| Elements describe the essential outcomes of a unit of competency. | Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.   |
| 1. Research store liquor range.                                   | 1.1. Develop <b><i>product knowledge</i></b> by accessing <b><i>relevant sources of information</i></b> .<br>1.2. Identify <b><i>store liquor range</i></b> .  |
| 2. Recommend liquor products.                                     | 2.1. Apply product knowledge to advise <b><i>customers</i></b> and <b><i>other staff</i></b> on available liquor products.<br>2.2. Convey <b><i>wine information</i></b> to customers.<br>2.3. Advise customers regarding available range of beers, their shelf life and alcohol content.<br>2.4. Identify <b><i>spirits, liqueurs and mixers</i></b> according to <b><i>product information</i></b> to assist customer purchasing decisions.<br>2.5. Promote house brands, specials and new lines to customers, according to <b><i>store policy and procedures</i></b> .<br>2.6. Promote, quote on and arrange <b><i>store services</i></b> for customers on request. |
| 3. Adhere to liquor licensing requirements.                       | 3.1. Request proof of age and refuse service if applicable.<br>3.2. Identify intoxicated customers and refuse service, according to store policy and <b><i>legislative requirements</i></b> .<br>3.3. Observe store trading hours and maintain records of purchases, according to liquor licensing requirements and store policy.  |

### Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

#### Required skills

- interpersonal skills to:
  - apply product knowledge by providing information and advice to customers and staff
  - make recommendations and advise on services through clear and direct communication
  - ask questions to identify and confirm requirements
  - use language and concepts appropriate to cultural differences
  - use and interpret non-verbal communication
  - handle customers with special needs, including difficult or abusive, intoxicated and under-age customers
- organising skills to provide liquor services to customers in a efficient manner
- literacy skills to:
  - interpret product information
  - interpret store policy and procedures
- numeracy skills in regard to pricing and estimation of quantities

### **Required knowledge**

- store policy and procedures in regard to:
  - sales and customer service
  - methods of dealing with special needs or requests of customers
  - customer complaints
  - the sale of liquor products
  - allocated duties and responsibilities
  - stock availability
  - store liquor product range, including specials, house lines, new lines and seasonal promotions
  - store product services
- relevant industry codes of practice
- relevant Work Health and Safety (WHS) legislation and codes of practice
- relevant state or territory legislation and statutory requirements, including:
  - consumer law
  - liquor licensing requirements
  - proof of age
  - store trading hours

## **Evidence Guide**

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

**Critical aspects for assessment and evidence required to demonstrate competency in this unit**

Evidence of the following is essential:

- continually updates and applies product knowledge about current store liquor products contained in store manuals and manufacturer product labels to provide comprehensive advice to customers and staff
- consistently applies store policy and procedures and industry codes of practice in regard to sales and customer service procedures and store trading hours
- understands and applies store policy and procedures and consumer law and liquor licensing requirements, including record keeping
- advises customers and informs sales team members of major characteristics of store range of liquor products, including style, type, fermentation method, regional vintages and their characteristics, basic production methods and storage requirements
- advises customers on store liquor services available to customers, including home delivery.

**Context of and specific resources for assessment**

Assessment must ensure access to:

- a retail work environment
- relevant sources of product information
- relevant documentation, such as:
  - store policy and procedures manuals
  - industry codes of practice and relevant legislation
  - WHS legislation and codes of practice
- an appropriate range of liquor products and services
- a range of customers with different requirements.

**Methods of assessment**

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- third-party reports from a supervisor
- customer feedback
- written or verbal questioning to assess knowledge and understanding
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

**Guidance information for assessment**

Assessment with the co-requisite unit of competency SITHFAB009A Provide responsible service of alcohol, unless previously completed, is required.

Holistic assessment with other units relevant to the industry sector, workplace and job role is also

recommended.

## Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

- Product knowledge*** may include:
- liquor product identification
  - uses for liquor products
  - basic production method
  - alcohol content
  - handling and storage.
- Relevant sources of information*** may include:
- store or supplier product manuals
  - sales representatives
  - videos
  - tastings
  - product labels
  - wine shows
  - internet
  - other staff.
- Store liquor range*** may include:
- wines
  - spirits
  - beers
  - liqueurs
  - premixed drinks
  - mixers
  - local goods
  - imported goods.
- Customers*** may include:
- new or repeat contacts
  - external and internal contacts
  - business customers or individuals
  - customers with routine or special requests
  - people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.
- Other staff*** may include:
- new or existing staff
  - people with varying levels of language and literacy
  - people from a range of cultural, social and ethnic backgrounds.

*Wine information* may include:

- style
- grape variety
- region
- vintages
- fermentation method
- storage requirements
- wine and food combinations.

*Spirits, liqueurs and mixers* may be differentiated by:

- style
- type
- regional vintages
- brands
- basic production methods
- price.

*Product information* may include:

- brand
- type
- style
- basic production methods
- regional origin
- vintages
- features
- price.

*Store policy and procedures* in regard to:

- selling liquor products
- interaction with customers
- processing customer orders.

*Store services* may include:

- special occasion catering
- tastings
- hire or loan of glassware and other accessories
- liquor delivery.

*Legislative requirements* may include:

- consumer law
- liquor licensing requirements
- proof of age
- store trading hours.

## Unit Sector(s)

Retail



## **Competency field**

Product Knowledge

## SIRXMER201 Merchandise products

### Modification History

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

| Release       | Comments   |
|---------------|--|
| First Release | This is a revised unit, based on and equivalent to SIRXMER001A Merchandise products. |

### Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to merchandise products within a retail store. It involves the consistent application of store policies and procedures in regard to displaying, merchandising, ticketing, labelling, pricing and storing stock. It also includes the application of correct manual handling, storage and display techniques according to stock characteristics, industry codes of practice, and relevant legislation.

### Application of the Unit

This unit applies to frontline retail personnel.

### Licensing/Regulatory Information

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

### Pre-Requisites

Nil

### Employability Skills Information

This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

### Elements and Performance Criteria

#### Element

#### Performance Criteria

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

- |  |   |
|--|---|
| 1. Place and arrange merchandise.        | <p>1.1.Unpack <b><i>merchandise</i></b> according to <b><i>store policy and procedures</i></b> and <b><i>legislative requirements</i></b>.</p> <p>1.2.Place merchandise on floor, fixtures and shelves in determined locations according to work health and safety (WHS) legislative requirements.</p> <p>1.3.<b><i>Display</i></b> merchandise to achieve a balanced, fully-stocked appearance and promote sales.</p> <p>1.4.Identify damaged, soiled or out-of-date stock and take corrective action as required according to store procedures.</p> <p>1.5.Place stock range in line with fixtures, ticketing, prices and bar codes.</p> <p>1.6.Rotate stock according to stock requirements and store procedure.</p> <p>1.7.Ensure stock presentation conforms to special <b><i>handling techniques</i></b> and other <b><i>safety requirements</i></b>.</p> |
| 2. Prepare and apply labels and tickets. | <p>2.1.Prepare <b><i>labels and tickets</i></b> for window, wall or floor displays according to store policy.</p> <p>2.2.Prepare tickets using electronic equipment or neatly by hand according to design specifications and store procedures.</p> <p>2.3.Identify soiled, damaged, illegible or incorrect labels and tickets and take corrective action according to store procedures.</p> <p>2.4.Use, maintain and store electronic ticketing and labelling equipment according to manufacturer's instructions and store procedures.</p> <p>2.5.Place labels and tickets visibly and correctly on merchandise.</p> <p>2.6.Replace labels and tickets according to store policy.</p>   |
| 3. Maintain displays.                    | <p>3.1.Reset or dismantle unsuitable or out-of-date displays and <b><i>special promotion areas</i></b> as directed.</p> <p>3.2.Assist supervisor in selection of merchandise for display.</p> <p>3.3.Arrange and face up merchandise as directed and according to layout specifications and load-bearing capacity of fixtures.</p> <p>3.4.Maintain correct pricing and information on merchandise according to store procedures, industry codes of practice and</p>   |

- legislative requirements.
- 3.5. Identify optimum stock levels and replenish stock according to store policy.
- 3.6. Remove excess packaging and maintain display areas in a clean and tidy condition.
- 4. Protect merchandise.
  - 4.1. Identify and apply correct handling, storage and display techniques according to stock characteristics and legislative requirements.

## Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

### Required skills

- literacy and numeracy skills to:
  - prepare machine or manual labels and tickets
  - read and interpret store procedures and guidelines
  - read and interpret manufacturer instructions
- self-management skills to complete tasks in a set timeframe
- technology skills to operate and maintain manual and electronic labelling and ticketing equipment

### Required knowledge

- store policies and procedures in regard to:
  - availability and use of display materials
  - correct storage of stock
  - correct storage procedures for labelling and ticketing equipment and materials
  - location of display areas
  - merchandise range
  - merchandising, ticketing and pricing of stock
  - scheduling for building or rotating displays
  - stock replenishment
  - stock rotation
  - store promotional themes, including advertising, catalogues and special offers
- correct manual handling techniques for protection of self and merchandise
- principles of display
- elements and principles of design and trends in retail design
- relevant WHS regulations, including:
  - manual handling
  - hygiene and sanitation

- hazardous substances
- labelling of workplace substances
- relevant legislation and statutory requirements relating to merchandising product
- pricing procedures, including inclusion and exclusion of GST
- relevant industry codes of practice relating to merchandising product

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

**Critical aspects for assessment** Evidence of the following is essential:

**and evidence required to demonstrate competency in this unit**

- applies store policies and procedures and legislative requirements in regard to displaying, merchandising, ticketing, pricing and storing stock
- displays merchandise on floor, fixtures, shelves and display areas, in determined locations, according to special manual handling techniques and other safety requirements
- prepares display labels and price tickets for merchandise with regard to store policies and procedures
- operates, maintains and stores a range of ticketing equipment according to:
  - store policy and procedures
  - industry codes of practice
  - manufacturer instructions and design specifications
- identifies damaged, soiled or out-of-date stock and takes corrective action as required by store procedures and legislative requirements
- maintains display areas and replenishes stock as required according to store procedures and legislative requirements
- performs correct manual handling, storage and display techniques.

**Context of and specific resources for assessment**

Assessment must ensure access to:

- a real or simulated retail work environment
- a range of ticketing and pricing equipment
- merchandise for display
- display materials and props

- cleaning materials
- relevant documentation, such as:
  - store policy and procedure manuals on housekeeping, merchandising and WHS
  - manufacturer instructions and operation manuals for electronic ticketing equipment
  - relevant legislation and industry codes of practice.

### **Method of assessment**

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- customer feedback
- answers to questions about specific skills and knowledge
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

### **Guidance information for assessment**

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIRXSLS201 Sell products and services
- SIRXSLS002A Advise on products and services.

## **Range Statement**

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be included.

***Merchandise*** may be characterised by:

- type
- brand
- size
- customer needs
- colour
- price.
- merchandising of stock
- preparing and displaying labels and tickets
- maintaining displays.
- pricing requirements, including GST requirements

***Store policy and procedures*** in regard to:

***Legislative***

- requirements** may include:
- industry codes of practice
  - discounted items
  - Australian Consumer law.
- Display** may include:
- setting new displays
  - maintaining existing displays.
- Handling techniques** may vary according to:
- stock characteristics
  - store policy
  - legislative requirements
  - industry codes of practice.
- Safety requirements** may relate to:
- transport, storage and handling of goods
  - hazardous substances
  - labelling of workplace substances.
- Preparation of **labels and tickets** may involve:
- pricing gun
  - shelf tickets
  - shelf talkers
  - written labels
  - swing ticketing
  - bar coding
  - price boards
  - header boards.
- Special promotion areas** may be:
- permanent or temporary
  - interior or exterior
  - publicly accessible
  - windows
  - shelves
  - wall fixtures
  - on floor.

## Unit Sector(s)

Cross-Sector

## Competency Field

Merchandising

# SIRXPDK001 Advise on products and services

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to develop product and service knowledge and provide information to customers.

This unit applies to individuals working in frontline customer service and sales roles in a diverse range of industry and business contexts. They operate with some independence under general supervision and guidance from others, and within established organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## Pre-requisite Unit

Nil

## Competency Field

Product Knowledge

## Unit Sector

Cross-Sector

## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential outcomes.

1. Develop product and service knowledge.

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Identify and access sources of information on products and services.
- 1.2. Interpret information about availability, features and benefits of products and services.



- |                                  |  |
|----------------------------------|--|
|                                  | 1.3. Compare products and services based on product information.   |
|                                  | 1.4. Identify and use opportunities to update knowledge for the product and service range.                         |
| 2. Respond to customer requests. | 2.1. Answer customer questions about products and services with current and accurate information.                  |
|                                  | 2.2. Use questions to clarify customer information needs.  |
|                                  | 2.3. Explain product and service details using clear communication.  |
|                                  | 2.4. Source additional information when answer to customer request is unknown or refer to relevant colleagues.     |
| 3. Enhance information provided. | 3.1. Identify situations where additional information may assist the customer.                                     |
|                                  | 3.2. Advise on alternative products or services that may meet customer needs when requested item is not available. |
|                                  | 3.3. Recommend complementary products, specials, new lines and promotions to customers according to their needs.   |

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

### SKILLS

### DESCRIPTION

Numeracy skills to:

- interpret pricing information.

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d>

# Assessment Requirements for SIRXPDK001 Advise on products and services

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- access and interpret sources of information on four different products or services
- respond to four different customer inquiries for product or service information that individually or cumulatively require provision of information on all of the following:
  - features and benefits
  - price
  - alternative products or services
  - complementary products or services.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures for:
  - interactions with customers
  - product or service pricing
- basic key aspects of legislation that impact provision of information for the product or service range:
  - Australian Consumer Law
  - product or service specific legislation
- interpersonal communication techniques:
  - active listening and questioning
  - communication methods which convey information clearly and concisely
- product and service information for the product or service range:
  - features and benefits
  - price
  - care and handling of products
  - availability
  - storage requirements, shelf life and use by date
  - warranties

- ingredients or materials contained in product
- origins
- alternative products and services
- complementary products and services.

## Assessment Conditions

Skills must be demonstrated in a services industries environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- a product or service range
- sources of product information
- relevant documentation:
  - current plain English regulatory documents distributed by government regulators outlining factors that impact provision of information for the product or service range
  - price lists
  - organisational policies and procedures relevant to product and service advice
- customers; these can be:
  - customers in an industry workplace, or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d>

# SIRXSL001 Sell to the retail customer

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to deliver quality customer service and sell to retail customers. It requires the ability to determine customer needs, match products and services to their needs, and facilitate a sale.

This unit applies to all retail sectors and business sizes from large format stores to small independents. It applies to retail personnel at all levels who play a role in engaging with customers with the purpose of selling.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## Pre-requisite Unit

Nil

## Competency Field

Sales

## Unit Sector

Cross-Sector

## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential outcomes.

1. Establish customer needs.

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Connect with the customer within designated response times and establish rapport.
- 1.2. Use questioning and active listening to facilitate effective two-way communication.

- 1.3. Observe and determine appropriate level of interaction based on customer verbal and non-verbal cues.
- 1.4. Determine and clarify customer preferences, needs and expectations.
2. Provide advice on products and services.
  - 2.1. Use product and service knowledge to tailor options to specific customer needs, and offer alternatives when product is unavailable.
  - 2.2. Clearly explain and promote product and service features and benefits where relevant.
  - 2.3. Advise on promotional events where relevant.
  - 2.4. Provide additional information to address customer questions and objections.
  - 2.5. Offer comparisons to competitor product or service range as required.
  - 2.6. Collaborate with the customer to determine product or service option most suited to their needs.
  - 2.7. Take opportunities to upsell and cross sell products and services that enhance customer request and maximise profitability of sale.
3. Facilitate the sale of products and services.
  - 3.1. Select and use appropriate techniques to close sale.
  - 3.2. Direct the customer to designated point-of-sale and process sale, as required, according to organisational procedures.
  - 3.3. Farewell customer on leaving, and invite to return.
  - 3.4. Provide any required after sales service according to organisational procedures.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

- Reading skills to:
- interpret:
    - detailed in-house and supplier product information documents
    - plain English documents that outline organisational customer service policy and procedures.
- Numeracy skills to:
- interpret basic fee information from in-house documents and complete basic pricing calculations.
- Problem-solving skills to:
- respond to customer objections and provide appropriate solutions to satisfy customer needs.
- Technology skills to:
- use technologies equipped with search functionality and information systems to source product and service information.

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d>

# Assessment Requirements for SIRXSL001 Sell to the retail customer

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- interact with four different retail customers to initiate and close the sale of different retail products or services
- demonstrate the following during the above customer interactions:
  - appropriate communication
  - establishment and clarification of customer needs, wants and expectations
  - product and/or service knowledge
  - appropriate sales approach to sell benefits and features of products and/or services
  - overcome objections and close sales
  - upsell and/or cross sell additional products and/or services that complement the sale
  - promotion of customer loyalty and repeat sales.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- appropriate body language for customer service
- basic principles of positive customer service and sales
- open and closed questioning techniques related to the sale of product and services
- verbal and non-verbal cues indicating customer understanding of information
- techniques for effective communication with customers of diverse backgrounds:
  - cultural diversity
  - special needs
- sales techniques:
  - opening techniques
  - recognising buying signals
  - strategies to focus customer on specific products and services
  - selling add-ons and complementary products
  - overcoming customer objections
  - closing techniques

- primary components of consumer protection laws that relate to selling products and services, especially organisational responsibility for supplying products and services as described or substituting suitable products and services when unable
- primary components of privacy law, and actions that retail business must take to protect privacy of customer information
- for the specific retail sector:
  - professional service standards and protocols for retail industry personnel
  - attitudes and attributes expected by the retail industry to work with customers
  - different customer service needs and expectations
- for the particular retail organisation:
  - product and service knowledge:
    - product and service range offering
    - product specifications, features and benefits
  - designated response times for providing customer service
  - customer service procedures including recording of and storing customer details.

## Assessment Conditions

Skills must be demonstrated in a retail environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- relevant documentation:
  - organisational policies and procedures for:
    - customer service
    - sale of products and services
    - resolving customer complaints
    - collection and storage of customer details
  - organisational product information and price lists
  - supplier brochures, information sheets and price lists
  - promotional activity information
  - current plain English regulatory documents distributed by government regulators for:
    - consumer protection law
    - privacy law
- customers with whom the individual can interact to sell products and services; these can be:
  - individuals in an industry workplace, or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation



- assessment activities that allow the individual to:
  - work within commercial speed, timing and productivity
  - manage tasks and contingencies in the context of the job role.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d>

# SISCAQU001 Test pool water quality

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to conduct pool water tests, record test results and make visual ongoing checks.

This unit applies to those working as pool attendants or aquatic operators in aquatic environments, such as council or commercially operated aquatic and leisure centres. Work is performed according to public health regulatory requirements, organisational policies and procedures, and relevant legislation.

Work may be carried out under supervision or with some autonomy, depending on the individual situation and job role.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## Pre-requisite Unit

Nil

## Competency Field

Aquatics

## Unit Sector

Community Recreation

## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential outcomes

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Conduct pool water tests.
  - 1.1 Complete routine pool water tests according to public health regulatory requirements.
  - 1.2 Interpret test results and compare with public health regulatory requirements.
  - 1.3 Identify and report pool water test irregularities to appropriate personnel for corrective action.
  - 1.4 Respond to contamination incidents within scope of own role.
  - 1.5 Conduct regular sample collection and initiate corrective actions as required.
  - 1.6 Perform regular visual checks of pool water quality, identify issues and initiate corrective actions when required.
2. Record test results.
  - 2.1 Record pool water test results accurately.
  - 2.2 Update swimming pool log according to aquatic facility specifications.

## Foundation Skills

Foundation skills essential to performance in this unit are explicit in the performance criteria of this unit of competency.

## Unit Mapping Information

SISCAQU201A Monitor pool water quality

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b>

# Assessment Requirements for SISCAQU001 Test pool water quality

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- test pool water for the following on a minimum of four separate occasions:
  - free chlorine and/or total bromine
  - total chlorine
  - combined chlorine
  - pH
  - total alkalinity
  - cyanuric acid
  - calcium hardness
  - total hardness
  - temperature
- perform routine visual checks for pool water quality.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- legislation and organisational policies and procedures:
  - public health regulatory requirements in the local area
  - health acts
  - infectious diseases regulations
  - dangerous goods act and regulations
  - work health and safety/occupational health and safety
  - environmental legislation
  - local government regulation
  - roles, responsibilities and limitations of own role
- pool water chemistry terms and their meaning:
  - pH levels
  - alkalinity
  - chlorine and or bromine

- temperature
- calcium hardness
- types of pool water tests, their purpose and testing procedures
- visual checks made by pool attendants
- equipment and resources used for testing pool water quality
- responses to contamination incidents.

## Assessment Conditions

Skills must be demonstrated in:

- a workplace or simulated aquatic facility with an operating pool.

Assessment must ensure use of:

- pool water testing apparatus
- public health regulatory documentation
- organisational policies and procedures.

Assessment activities that allow the individual to:

- conduct regular pool water tests within industry realistic timeframes.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b>

# SISCAQU003 Maintain aquatic facility plant and equipment

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to make routine checks and complete minor maintenance on aquatic facility plant and equipment.

This unit applies to those working as aquatic operators in various aquatic environments, such as council or commercially operated aquatic and leisure centres. Work is performed according to public health regulatory requirements, organisational policies and procedures, and relevant legislation. Work may be carried out under supervision or with some degree of autonomy, depending on individual situation and job role.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## Pre-requisite Unit

Nil

## Competency Field

Aquatics

## Unit Sector

Community Recreation

## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential outcomes

1. Make routine plant and equipment checks.

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1 Inspect plant and equipment according to required schedule.
- 1.2 Conduct safety checks according to manufacturer

- instructions and safety requirements and local regulation.
- 1.3 Interpret and accurately record results of routine equipment tests.
  - 1.4 Document the condition of plant and equipment.
  - 1.5 Identify faults and irregularities and report to appropriate personnel.
2. Complete minor maintenance and repairs.
    - 2.1 Interpret and follow maintenance schedules for plant and equipment.
    - 2.2 Identify and select tools and other resources needed to complete work.
    - 2.3 Make work area safe and erect signs and barriers as required.
    - 2.4 Remove, replace and repair faulty and defective equipment or consumables, within designated responsibility.
    - 2.5 Report faults outside scope of own expertise to appropriate personnel.
  3. Record and report maintenance and repair activities.
    - 3.1 Record repairs and maintenance activities in required format.
    - 3.2 Notify appropriate personnel of faults rectified.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

### SKILLS

### DESCRIPTION

Reading skills to

- interpret technical information in equipment manuals.

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b>

# Assessment Requirements for SISCAQU003 Maintain aquatic facility plant and equipment

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- make routine inspections and complete minor maintenance of the following aquatic facility plant and equipment on a minimum of two occasions according to organisation and local regulatory requirements:
  - circulation plant
  - heating, lighting and ventilation systems
  - power supply and circuits
  - water supply and drainage systems
  - electronic and mechanical operations
  - circuit breakers
  - batteries and fuses
  - electrical hazards.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- legislation and organisational policies and procedures:
  - public health regulatory requirements
  - health acts
  - infectious diseases regulations
  - dangerous goods act and regulations
  - work health and safety/occupational health and safety
  - environmental legislation
  - local government regulation
  - roles, responsibilities and limitations of own role
- organisational policies and procedures for:
  - incident reporting
  - use and care of equipment
  - communication protocols



- risk management
- accurate reporting of faults and irregularities
- timely repair of faulty and defective equipment within designated responsibility
- reporting lines
- public health and safety implications of unmaintained equipment in aquatic facilities
- types of equipment used in aquatic facilities and procedures for:
  - backwash
  - filtration
  - isolation
- resources required for the maintenance and management of aquatic facility plant and equipment and procedures for their safe use:
  - cleaning materials and equipment
  - hand tools
  - record keeping materials
  - spare parts
- safety apparatus used for particular types of aquatic facility equipment and its operation.

## Assessment Conditions

Skills must be demonstrated in:

- a workplace or simulated aquatic facility.

Assessment must ensure use of:

- aquatic plant, equipment and consumables as specified in the Performance Evidence
- resources to maintain facility and equipment
- organisational policies and procedures
- repairs and maintenance documentation.

Assessment activities that allow the individual to:

- complete inspections, maintenance and repair activities within workplace time constraints.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b>

# SISCAQU004 Develop and implement pool water maintenance procedures

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to develop, implement, monitor and evaluate systems and procedures for the maintenance of quality pool water in an aquatic recreation facility.

This unit applies to those working autonomously in aquatic leisure centres or community pools, in roles such as program coordinators, swim school coordinators, recreation coordinators or duty managers. Work is performed according to relevant legislation, and organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## Pre-requisite Unit

Nil

## Competency Field

Aquatics

## Unit Sector

Community Recreation

## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential outcomes

1. Develop pool water maintenance

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1 Evaluate pool water quality maintenance and treatment needs according to regulatory framework.

- procedures.
- 1.2 Develop and document systems for pool water maintenance in consultation with appropriate personnel.
2. Implement pool water maintenance procedures.
- 2.1 Provide accurate and current information and instruction to staff about legislative and technical requirements.
- 2.2 Delegate testing and treatment tasks according to staff skills.
- 2.3 Test pool water quality following established procedures.
- 2.4 Interpret results of tests made by self and others and identify where correction is needed.
- 2.5 Calculate the amount of chemicals required to correct chemical imbalances in pool water.
- 2.6 Select and use chemical dosing equipment for treatment of pool water according to manufacturer specifications.
- 2.7 Monitor pool water quality on ongoing basis, identify issues of concern and respond according to agreed procedures.
- 2.8 Identify and respond to emergency situations according to agreed procedures.
- 2.9 Complete accurate documentation
3. Evaluate pool water maintenance procedures.
- 3.1 Assess effectiveness of pool water maintenance procedures against testing and treatment records.
- 3.2 Identify and document potential improvements to maintenance procedures.
- 3.3 Communicate improvements and changes to relevant staff and stakeholders.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

### SKILLS

### DESCRIPTION

Reading skills to:

- interpret technical content of regulatory requirements.

## Unit Mapping Information

SISCAQU414A Develop pool water maintenance procedures

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b>

# Assessment Requirements for SISCAQU004 Develop and implement pool water maintenance procedures

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- develop and document pool water maintenance procedures that meet regulatory requirements for at least one aquatic facility that incorporate:
  - monitoring and treatment procedures for:
    - microbiological levels
    - disinfectant levels
    - pH levels
    - clarity levels
  - staff training requirements
  - safety procedures
  - emergency response procedures
  - documentation and reporting
- implement and evaluate pool water maintenance procedures for at least one aquatic facility
- implement emergency procedures in the event of a chemical emergency on at least one occasion.

## Knowledge Evidence

Demonstrated knowledge required to do the task outlined in elements and performance criteria of this unit:

- legislation and industry standards relevant to aquatic facility maintenance with specific focus on local requirements:
  - work health and safety/occupational health and safety
  - dangerous goods act and regulations
  - local government regulations
  - building codes and regulations
- organisational policies and procedures:
  - standard operating conditions and levels
  - work health and safety/occupational health and safety
  - risk assessment and control

- handling of hazardous chemicals
- emergency response
- factors that affect pool water treatment needs in different contexts:
  - condition of aquatic facility
  - location
  - size
  - nature of services provided
  - availability of resources
- characteristics of water quality:
  - pH levels
  - alkalinity
  - chlorine and / or bromine
  - temperature
  - calcium hardness
  - disinfectant levels
- waterborne bacteria and how to enable these to be monitored and controlled safely:
  - pseudomonas
  - aeruginosa
- consultation and communication mechanisms to develop and implement procedural systems
- content considerations for procedure documents:
  - specific testing and treatment procedures
  - safety requirements (chemicals, plant and equipment)
  - emergency response
  - training requirements
  - documentation and reporting requirements
- water treatment processes:
  - routine pool water tests
  - pool water microbiological tests
  - superchlorination
  - shock dosing
  - dechlorination
  - ozonisation or use of sanitizer
  - pool water filtration and recirculation
  - backwashing
  - manual removal of visible contaminants
- features and sources of products for pool water quality maintenance.

---

## Assessment Conditions

Skills must be demonstrated in:

- a workplace or simulated aquatic facility or environment.

Assessment must ensure use of:

- a pool for which a maintenance program would be developed
- information about pool water quality maintenance to allow the individual to develop a tailored system
- organisational policies and procedures
- incident reporting documentation
- resources to maintain facility and equipment.

Assessment activities that allow the individual to:

- implement and monitor pool quality maintenance over time
- respond to a chemical emergency situation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b>

# SISCAQU014 Operate self-contained breathing apparatus in an aquatic facility

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to identify and respond to emergency situations requiring the use of self-contained breathing apparatus (SCBA).

This unit applies to those working at aquatic facilities where chlorine gas is used. The Australian and New Zealand Safety Standard 2927 requires a SCBA to be kept at any public swimming pool or public place where chlorine is stored or used. The Western Australian Code of Practice for the Design, Construction, Operation, Management and Maintenance of Aquatic Facilities imposes conditions on Pool Operators of Group 1 Swimming Pools to hold this Unit of Competence.

With regard to other states and territories, no licensing, regulatory or certification requirements apply to this unit at the time of publication.

## Pre-requisite Unit

Nil

## Competency Field

Aquatics

## Unit Sector

Community Recreation

## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential outcomes

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.



- |   |  |
|---|--|
| 1. Identify and evaluate emergency situations.            | 1.1 Identify emergencies requiring the use of self-contained breathing apparatus.  |
|   | 1.2 Communicate initial assessment of emergency to appropriate personnel and determine an appropriate response.                        |
| 2. Use self-contained breathing apparatus.                | 2.1 Check self-contained breathing apparatus unit is operational.  |
|   | 2.2 Fit and operate self-contained breathing apparatus unit according to manufacturer instructions.                                    |
|   | 2.3 Connect chlorine gas regulator to cylinder or drum installation.   |
|   | 2.4 Perform leak detection test on chlorine gas regulator.   |
|   | 2.5 Record and report details of routine maintenance.  |
|   | 2.6 Isolate chlorine gas equipment in an emergency situation and notify emergency personnel in line with organisational requirements.  |
| 3. Check and maintain self-contained breathing apparatus. | 3.1 Check self-contained breathing apparatus unit, report faults and take corrective action when required.                             |
|   | 3.2 Clear and store the self-contained breathing apparatus unit after use if no maintenance action required.                           |
|   | 3.3 Remove, replace or repair faulty equipment and defective parts according to manufacturer instructions and scope of responsibility. |
| 4. Complete post-emergency responsibilities.              | 4.1 Record and report details of emergency incident according to organisational procedures.  |
|   | 4.2 Evaluate emergency procedures and recommend any changes required to improve response.  |

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

### SKILLS

### DESCRIPTION

- Reading skills to:
- interpret technical documents such as manufacturer instructions for the use, care and maintenance of self-contained breathing apparatus units.
- Numeracy skills to:
- determine air supply limits of self-contained breathing apparatus units.

## Unit Mapping Information

SISCAQU417A Operate self-contained breathing apparatus in an aquatic facility

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b>

# Assessment Requirements for SISCAQU014 Operate self-contained breathing apparatus in an aquatic facility

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- identify, evaluate and respond to chlorine gas system operations and emergencies requiring the use of self-contained breathing apparatus according to legislative and organisational requirements on at least two occasions.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- legislation and organisational policies and procedures:
  - work health and safety/occupational health and safety
  - codes of practice
  - use and care of equipment
  - communication protocols
  - safety, rescue and emergency procedures
  - incident reporting
  - appropriate responses to potential risk
- safe use, care and routine maintenance of chlorine gas equipment
- properties of chlorine gas
- atmospheric conditions and how they can affect chlorine gas cylinders
- responses to emergency situations involving the release of chlorine gas
- how to use a self-contained breathing apparatus.

## Assessment Conditions

Skills must be demonstrated in:

- a workplace or simulated aquatic facility where chlorine gas is used.

Assessment must ensure use of:

- chlorine gas system

- a self-contained breathing apparatus
- organisational policies and procedures for risk management
- incident and maintenance reporting documentation.

Assessment must ensure access to:

- first aid facilities and equipment.

Assessment activities that allow the individual to:

- respond to emergency situations in industry required timeframes.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b>

# SISOSCB301A SCUBA dive in open water to a maximum depth of 18 metres

## Modification History

Not Applicable

## Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to plan and perform SCUBA dives in open water to a maximum depth of 18 metres. This unit also focuses on the use and maintenance of SCUBA dive equipment and the performance of SCUBA dive rescues.

## Application of the Unit

This unit applies to current or aspiring SCUBA dive guides or instructors working in controlled open water environments to a maximum depth of 18 metres. This may include those working for private dive schools or companies operating at coastal sites or through holiday resorts.

## Licensing/Regulatory Information

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

## Pre-Requisites

Nil

## Employability Skills Information

This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

### Elements and Performance Criteria

#### ELEMENT

#### PERFORMANCE CRITERIA

Elements describe the essential outcomes of a

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold

**ELEMENT****PERFORMANCE CRITERIA**

unit of competency.

italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.

- |   |  |
|---|--|
| 1. Plan for a SCUBA diving activity.                    | <p>1.1. Determine <i>factors affecting site selection</i> and ensure selected dive site meets <i>industry technical and safety criteria, relevant legislation and organisational policies and procedures</i>.</p> <p>1.2. Access information on the dive site and identify potential <i>hazards</i> and <i>physics and physiology</i> associated with the dive and implement procedures to minimise <i>risks</i>.</p> <p>1.3. Access <i>relevant sources</i> to interpret detailed <i>weather and environmental information</i> to determine dive <i>plan</i>.</p> <p>1.4. Establish a communication system to use with buddy and other participants while SCUBA diving.</p> |
| 2. Select and use SCUBA dive equipment.                 | <p>2.1. Select <i>SCUBA dive equipment</i> to meet <i>diver's needs and characteristics</i>.</p> <p>2.2. Assess equipment for safety and suitability and adjust and fit to ensure personal comfort.</p> <p>2.3. Use and maintain SCUBA dive equipment according to industry technical and safety criteria, relevant legislation and organisational policies and procedures.</p> <p>2.4. Calculate no-decompression times according to industry technical and safety criteria.</p> <p>2.5. Demonstrate use of buoyancy control device (BCD) to establish positive, negative and neutral buoyancy.</p>   |
| 3. Perform SCUBA dives to a maximum depth of 18 metres. | <p>3.1. Perform <i>entries to and exits from the water</i> according to industry technical and safety criteria.</p> <p>3.2. Demonstrate <i>SCUBA diving techniques</i> and maintain <i>buddy system</i> at all times.</p> <p>3.3. Give, recognise and respond to hand signals according to industry technical and safety criteria.</p>   |
| 4. Perform SCUBA dive rescues.                          | <p>4.1. Apply <i>emergency out of air techniques</i>.</p> <p>4.2. Demonstrate <i>self and buddy rescue</i> according to industry technical and safety criteria.</p>  |
| 5. Evaluate SCUBA diving activity.                      | <p>5.1. Evaluate <i>relevant aspects</i> of the SCUBA diving activity.</p> <p>5.2. Identify improvements for future SCUBA diving</p>   |

**ELEMENT**                      **PERFORMANCE CRITERIA**

experiences.

## Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

### Required skills

- communication skills to inform progress and interact with buddy via underwater hand signals
- teamwork skills to:
  - check, assemble and fit buddy's dive equipment
  - negotiate maximum time and depth limits
  - SCUBA dive with and look out for buddy
- swimming skills to swim 100 metres on the surface wearing SCUBA equipment
- problem-solving skills to:
  - determine time, depth and air supply limits
  - navigate underwater
  - adapt to changing weather and sea conditions
- self and buddy rescue, first aid and emergency response skills appropriate to the site to enable initial response to emergencies and personal health care.

### Required knowledge

- legislation, organisational policies and procedures and industry technical and safety criteria to enable safe conduct of all SCUBA diving activities
- minimal impact interactions and techniques to minimise negative impact on aquatic animal and plant life
- selection, use and maintenance of SCUBA equipment, characteristics and technology, the advantages and disadvantages of the range of equipment, and factors affecting appropriate selection of equipment to enable safe performance
- weather and environmental information to interpret forecast conditions and their effect on the diving activity
- sea features such as currents, waves and tides and how these might impact on the dive
- factors affecting buoyancy and how to control sinking and floating
- no-decompression dive tables to determine air requirements
- physics and physiology, such as the direct and indirect effects of pressure and signs, symptoms, prevention and treatment of common SCUBA diving risks such as decompression illness to enable safe performance
- hazards and risks commonly associated with open water SCUBA diving to a depth of 18 metres

- underwater communication systems such as signs and signals used to communicate with buddy and navigation techniques to avoid getting lost under water
- emergency, first aid and rescue procedures appropriate to the location to ensure risk minimisation to self and group.

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

### Overview of assessment

#### Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- applies relevant process to select, maintain and fit SCUBA dive equipment and calculates maximum dive time and depth using a no-decompression table
- demonstrates a range of safe SCUBA diving and out of air techniques according to industry technical and safety criteria, relevant legislation and organisational policies and procedures
- negotiates hazards and risks, and minimises negative impact on aquatic animal and plant life throughout dive
- communicates with and monitors buddy's progress throughout the dive and performs self and buddy rescues, including towing in open water
- evaluates and reflects on own SCUBA diving performance to identify strengths, weaknesses and areas that need improvement.

#### Context of and specific resources for assessment

Assessment must ensure participation in multiple SCUBA diving activities to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- resources and information to plan and select appropriate equipment for the SCUBA diving activity
- a suitable open water SCUBA dive site
- a buddy to participate in dive process
- a suitable diving boat, if required
- SCUBA, navigation, communication and safety equipment.

#### Method of assessment

A range of assessment methods should be used to assess



practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the planning and review process
- oral or written questioning to assess knowledge of open water SCUBA diving techniques, hazards and risks
- observation of safe participation and communication with buddy throughout diving process
- written and or verbal self evaluation
- third-party reports from a supervisor detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISOOPS303A Interpret weather for marine environments.

## Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

***Factors affecting site selection*** may include:

- entry and exit points
- bottom conditions
- aquatic life
- environmental conditions

***Industry technical and safety criteria*** may include:

- British Sub-Aqua Club (BSAC)
- Professional Association of Diving Instructors (PADI)
- SCUBA Schools International (SSI).

***Relevant legislation*** may include:

- occupational health and safety
- permits or permission for access
- environmental regulations
- marine regulations.

***Organisational policies and procedures*** may include:

- occupational health and safety
- communication protocols
- code of ethics
- manufacturer's recommendations.

**Hazards** may include:

- temperature extremes
- slippery or unstable terrain
- dangerous animals and insects
- stinging trees and nettles
- dense vegetation
- group management hazards.

**Physics and physiology** may include:

- pressure or volume or density relationships
- temperature
- buoyancy
- respiration
- air consumption
- ingassing and offgassing
- decompression sickness
- nitrogen narcosis
- oxygen toxicity
- carbon monoxide toxicity
- hypothermia.

**Risks** may include:

- hypothermia
- heat exhaustion
- injuries
- exhaustion
- lost party or party member
- equipment failure

**Relevant sources** may include:

- Bureau of Meteorology
- media
- land managers and agencies
- costal patrol or coastguard
- volunteer rescue
- local knowledge

**Weather and environmental information** may include:

- satellite images
- daily and weekly forecasts
- maximum and minimum temperatures
- weather warnings
- event warnings
- river levels
- synoptic charts
- high and low tide predictions.

**Plan** may include:

- objectives
- date, time and duration of dive
- site and equipment
- suitable buddy

*SCUBA dive equipment* may include:

- time, depth and air supply limits
- safety and emergency procedures.
- fins
- mask
- snorkel
- wetsuit or drysuits
- buoyancy control device (BCD) with low pressure inflator
- compressed air cylinder and valve
- regulator and backpack
- alternate air source
- submersible pressure gauge
- timing device
- depth gauge
- no-decompression tables
- computer
- weight belt and weights
- diver's tools
- communication equipment
- navigation equipment.

*Diver's needs and characteristics* may include:

- age
- cultural and situational factors
- previous experience and knowledge
- physical development
- diver's build, weight and lung capacity.

*Entries to and exits from water* may include:

- off-shore
- off dive boats.

*SCUBA diving techniques* may include:

- entries to and exits from the water
- equipment recovery and replacement in water
- buddy system
- buoyancy control
- underwater navigation
- use of a regulator
- descending and ascending
- equalising pressure
- self and buddy rescues
- bearings or reciprocal bearings
- dive calculations
- air supply monitoring
- open water diving at depths between 5 and 18 metres for a period of at least 20 minutes

- safety stops at 5 metres for 3 - 5 minutes
  - slowly ascending at a rate that does not exceed 18 metres per minute.
- Buddy system* may include:
- selecting equipment
  - checking buddy's equipment before a dive
  - checking depth, time and air supply limits
  - providing emergency assistance.
- Emergency out of air techniques* may include:
- alternative air source assisted ascent
  - controlled emergency swimming ascent
  - tired diver assist
  - sharing air
  - unconscious diver rescue.
- Self and buddy rescue* may include:
- buddy secured and towed 15 metres
- Relevant aspects* may include:
- objectives
  - planning process
  - activity site
  - weather
  - equipment selection
  - clothing selection
  - food selection
  - instructional content
  - instructional technique
  - assessment technique
  - group feedback
  - directing techniques
  - rescue techniques employed.

## Unit Sector(s)

Outdoor Recreation

## Competency Field

SCUBA

# SISOSCB306A Perform diver rescues

## Modification History

Not Applicable

## Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to perform diver rescues. This includes assessing the situation, practicing search and rescue procedures for a variety of simulated dive incidents and providing treatment if required. Additional competencies, such as the administration of supplemental oxygen, are detailed in other units of competency.

## Application of the Unit

This unit applies to current or aspiring SCUBA dive guides or instructors working in controlled open water environments to a maximum depth of 18 metres. This may include those working for private dive schools or companies operating at coastal sites or through holiday resorts.

## Licensing/Regulatory Information

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

## Pre-Requisites

SISOSCB301A SCUBA dive in open water to a maximum depth of 18 metres

## Employability Skills Information

This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

## Elements and Performance Criteria

### ELEMENT

Elements describe the essential outcomes of a

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the

| <b>ELEMENT</b>                    | <b>PERFORMANCE CRITERIA</b>  |
|-----------------------------------|--|
| unit of competency.               | required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.  |
| 1. Determine rescue requirements. | <p>1.1. <i>Assess</i> situation to determine appropriate response to <i>dive incident</i>, according to <i>industry technical and safety criteria, relevant legislation and organisational policies and procedures</i>.</p> <p>1.2. Identify and assess immediate <i>hazards</i> and risks to self and <i>others</i>.</p> <p>1.3. Determine the type of <i>rescue</i> required and formulate a rescue plan according to industry technical and safety criteria, relevant legislation and organisational policies and procedures.</p> |
| 2. Apply diver rescue or rescues. | <p>2.1. Access <i>equipment</i> as required.</p> <p>2.2. Perform <i>underwater search techniques</i> to recover diver or divers.</p> <p>2.3. Administer <i>action</i> and perform rescue or rescues in simulated dive incidents.</p> <p>2.4. Monitor the condition of the diver or divers and provide appropriate <i>treatment</i> according to <i>industry standards</i> and organisational policies and procedures.</p>  |
| 3. Use supplemental oxygen.       | <p>3.1. Ensure that prepared <i>oxygen equipment</i> meets <i>oxygen use standards</i> and industry technical and safety criteria.</p> <p>3.2. Comply with the standards specified in the Dangerous Goods Regulations (Class 2 - Gases) while using oxygen.</p> <p>3.3. Demonstrate that the administration of supplemental oxygen complies with industry technical and safety criteria.</p>   |
| 4. Evaluate diver rescues.        | <p>4.1. Evaluate relevant aspects of the rescue or rescues.</p> <p>4.2. Identify improvements for future diver rescue experiences.</p>   |

## Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

### Required skills

- problem-solving skills to:
  - identify factors leading to diving incidents
  - assess and evaluate emergency situations
  - determine search and rescue techniques to perform according to the situation
- communication skills to alert others where possible and to provide reassurance to diver
- planning and organising skills to devise a mental rescue plan under pressure after assessing the situation
- observation skills to identify diving emergencies and to monitor condition of diver
- fitness, strength and diving skills to perform underwater search and rescues in open water of up to 18 metres deep
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies and personal health care.

### Required knowledge

- legislation, organisational policies and procedures, industry technical and safety criteria and industry standards to enable safe conduct of rescues
- communication systems used during rescues to inform of progress
- potential hazards and risks in open water to enable safe conduct of rescues
- principles of search and rescue techniques to perform suitable to dive incident and situation
- first aid, emergency and rescue procedures appropriate to the conditions to ensure risk minimisation.

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

### Overview of assessment

#### Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- assesses the dive situation for hazards and risks to self and others before formulating a suitable rescue plan
- identifies and applies underwater search and rescue techniques according to the situation
- monitors diver's condition and applies first aid treatment according to industry criteria, organisational policies and procedures and relevant legislation
- evaluates and reflects on search and rescue

performance to identify strengths, weaknesses and areas that need improvement.

### **Context of and specific resources for assessment**

Assessment must ensure participation in multiple open water rescue activities that are of a sufficient duration to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- an open water SCUBA dive site suitable for simulated dive rescues
- suitable participants to take part in underwater rescues
- a suitable diving boat, if required
- dive, navigation and search and rescue equipment.

### **Method of assessment**

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral or written questioning to assess knowledge of emergency diving situations and open water rescues
- observation of safe demonstration of search and rescue techniques according to legislative and organisational requirements
- third-party reports from a supervisor detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

## **Range Statement**

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

#### ***Assess may include:***

- number and condition of people
- contributing factors
- hazards and risks
- first aid or treatment required.

#### ***Dive incident may include:***

- near drowning
- hypothermia



- cramps
  - choking
  - running low on air
  - entanglement
  - conscious or unconscious
  - decompression illnesses
  - barotrauma
  - nitrogen narcosis
  - contaminated air
  - minor aquatic life injuries.
- Industry technical and safety criteria*** may include:
- British Sub-Aqua Club (BSAC)
  - Professional Association of Diving Instructors (PADI)
  - SCUBA Schools International (SSI).
- Relevant legislation*** may include:
- occupational health and safety
  - permits or permission for access
  - environmental regulations
  - marine regulations.
- Organisational policies and procedures*** may include:
- occupational health and safety
  - communication protocols
  - code of ethics
  - minimal impact codes.
- Hazards*** may include:
- temperature extremes
  - group management
  - partial and or changing pressure
  - temperature and weather extremes
  - rough conditions
  - rocks and reefs
  - water depth
  - entanglement
  - disorientation
  - squeezes
  - barotrauma
  - aquatic animals and plants.
- Others*** may include:
- diver or divers to be rescued
  - rescuers or instructors
  - other divers.
- Rescue*** may include:
- ascent
  - searches
  - equipment removal
  - rescuee breathing

- tows
  - calling expert assistance
  - exits.
- Equipment*** may include:
- SCUBA diving equipment
  - navigation equipment
  - search and rescue equipment.
- Underwater search techniques*** may include:
- linear
  - circular
  - U pattern
  - jack stay
  - expanding square.
- Action*** may include:
- marking diver's position
  - freeing diver
  - providing more gas
  - bringing diver to the surface
  - making diver buoyant
  - carrying out continuous artificial respiration
  - attracting help
  - towing the diver to a boat or to land.
- Treatment may include:***
- danger, response, airway, breathing, circulation routine
  - expired air resuscitation
  - cardiopulmonary resuscitation
  - injury or illness or shock related treatment
  - providing first aid until professional medical help arrives.
- Industry standards*** may include:
- Australian Resuscitation Council standards
  - first aid techniques and standards.
- Oxygen equipment*** may include:
- demand valve or free flow systems
  - face masks
  - regulator and cylinder
  - flow rates.
- Oxygen use standards*** may include:
- equipment modifications
  - explosion
  - fire
  - handling
  - charging
  - testing.

## **Unit Sector(s)**

Outdoor Recreation

## **Competency Field**

SCUBA

# SISOSCB308A Guide a SCUBA dive

## Modification History

Not Applicable

## Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to guide a SCUBA dive. This unit focuses on the application of planning skills to make suitable arrangements to guide groups safely on SCUBA diving activities.

## Application of the Unit

This unit applies to those working as SCUBA diving guides who conduct SCUBA diving activities in a range of open water conditions. This may include those working for private dive schools or companies operating at coastal sites or through holiday resorts.

## Licensing/Regulatory Information

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

## Pre-Requisites

SISOSCB301A SCUBA dive in open water to a maximum depth of 18 metres

## Employability Skills Information

This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

### Elements and Performance Criteria

#### ELEMENT

Elements describe the essential outcomes of a unit of competency.

#### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent

**ELEMENT****PERFORMANCE CRITERIA**

with the Evidence Guide.

1. Plan a SCUBA diving activity.
  - 1.1. Conduct relevant assessments to determine the *condition of participants*.
  - 1.2. Develop an activity *plan* according to participant's needs, *relevant legislation* and *organisational policies and procedures*.
  - 1.3. Select an appropriate site for SCUBA diving according to participant's abilities, *activity objectives, industry technical and safety criteria*, relevant legislation and organisational policies and procedures.
  - 1.4. Identify *hazards* associated with SCUBA diving and minimise *risks* to ensure personal safety of participants.
  - 1.5. Access *relevant sources* to interpret detailed *weather and environmental information* to determine activity plan.
  - 1.6. Determine *food and water requirements* according to *principles of nutrition* and *contextual issues* of the activity.
  - 1.7. Establish the need for a dive lookout and or above-water dive supervisor according to conditions, industry technical and safety criteria, relevant legislation and organisational policies and procedures.
2. Select SCUBA diving equipment.
  - 2.1. Supervise selection of *equipment* according to design and construction features and organisational policies and procedures and check serviceability.
  - 2.2. Assess equipment for safety and suitability and adjust and fit to ensure personal comfort.
  - 2.3. Check safety and rescue equipment to ensure suitability to the group and the dive.
3. Brief participants.
  - 3.1. Communicate instructions and *relevant information* about the SCUBA diving activity in a manner suitable to the participants.
  - 3.2. Outline safe diving procedures relevant to the dive site, dive conditions and planned dive activity.
  - 3.3. Explain symptoms, treatment and prevention of common SCUBA diving risks to assist participants in self-monitoring.
  - 3.4. Establish a suitable *communication system* for participants to use while SCUBA diving.

| ELEMENT                                     | PERFORMANCE CRITERIA  |
|---|---|
| 4. Lead SCUBA diving activity.              | <p>3.5. Check and confirm participants are properly equipped for the dive.</p> <p>4.1. Demonstrate correct <i>SCUBA diving techniques</i> to participants.</p> <p>4.2. Apply <i>in-water supervision techniques</i> and monitor SCUBA diving techniques to ensure safety of participants.</p> <p>4.3. Identify potential hazards and determine how they can be overcome or avoided.</p> <p>4.4. Identify underwater features and aquatic life.</p> <p>4.5. Implement appropriate modifications to activity in regard to all <i>variable factors</i> that are monitored.</p> <p>4.6. Respond to emergencies or no-routine situations according to industry technical and safety criteria and organisational policies and procedures.</p> |
| 5. Complete post activity responsibilities. | <p>5.1. Ensure all divers are accounted for and notify relevant authority of dive completion.</p> <p>5.2. Retrieve, inspect, repair and store equipment according to organisational policies and procedures.</p> <p>5.3. Ensure dive safety logs are completed before and after the dive according to industry technical and safety criteria and organisational policies and procedures.</p> <p>5.4. Evaluate <i>relevant aspects</i> of diving activity.</p> <p>5.5. Identify potential areas of improvement for future diving activities.</p> <p>5.6. Review own performance and identify potential improvements.</p>   |

## Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

### Required skills

- communication skills to:
  - consult with participants to identify individual and group needs
  - convey information about the safety aspects of the activity
  - interact with participants to create a safe and positive diving environment
- problem-solving skills to:

- plan a suitable SCUBA diving activity according to participant's needs and abilities
- make decisions about potential hazards that may affect the activity
- respond to non-routine situations
- planning and organising skills to:
  - source, allocate and coordinate resources, equipment and a suitable dive site
  - organise participants into buddy pairs for diving
- language and literacy skills to
  - produce a plan for the SCUBA diving activity
  - complete post activity participant and self evaluations
- first aid and emergency response skills appropriate to the location to enable initial response and or rescue in dive emergencies.

### Required knowledge

- legislation, organisational policies and procedures and industry technical and safety criteria to enable safe and legal conduct of all SCUBA diving activities
- site specific information to assist in the planning process and enable management of potential dive hazards and any special restrictions applying to the area
- equipment types, characteristics and technology used for SCUBA diving, the advantages and disadvantages of the range of equipment and factors affecting appropriate selection
- physics and physiology, such as the direct and indirect effects of pressure and signs, symptoms, prevention and treatment of common SCUBA diving risks such as decompression illness to enable safe performance
- principles of nutrition to maintain health and energy during the activity
- SCUBA diving techniques and underwater communication systems used between buddy and other divers to reduce risk
- no-decompression dive tables and limits to determine air requirements
- hazards and risks commonly associated with open water SCUBA diving
- navigation techniques to avoid getting lost under water
- emergency, first aid and rescue procedures appropriate to the location to ensure risk minimisation to self and group
- minimal impact interactions and techniques to minimise negative impact on aquatic animal and plant life.

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

### Overview of assessment

**Critical aspects for assessment and** Evidence of the following is essential:

**evidence required to demonstrate competency in this unit**

- plans within activity constraints and guides and monitors groups in a safe and professional manner
- applies contingency management techniques to deal with a range of problems and issues that commonly arise during SCUBA diving
- encourages and responds to group feedback and evaluates and reflects on own guiding performance to identify strengths, weaknesses and areas that need improvement.

**Context of and specific resources for assessment**

Assessment must ensure the safe guiding of SCUBA diving activities that reflect the needs of a range of participants to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- a suitable open water SCUBA dive site that enables the demonstration and practice of SCUBA diving techniques
- participants to take part in the SCUBA diving activity
- a suitable diving boat if required
- SCUBA, navigation, communication and safety equipment
- resources and information regarding participants and location to plan, guide and document SCUBA diving activity for a variety of participants.

**Method of assessment**

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of planning and guiding processes and interacting with a group of participants including conveying information for safe participation
- oral or written questioning to assess knowledge and application of relevant legislation and organisational policies and procedures to enable safe conduct of all SCUBA diving activities
- observation of dealing with contingencies such as changing weather conditions and equipment failure
- review of SCUBA diving activity plans
- third-party reports from a supervisor detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.



## Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

***Condition of participants*** may include:

- age
- cultural and situational factors
- previous experience and knowledge
- physical development
- diver's build, weight and lung capacity.

***Plan*** may include:

- aims and objectives
- date, time and duration
- location, equipment and resources
- safety and emergency requirements.

***Relevant legislation*** may include:

- occupational health and safety
- permits or permission for access
- working with children
- environmental regulations
- marine regulations.

***Organisational policies and procedures*** may include:

- occupational health and safety:
  - medically fit to dive to a maximum of 18 metres
- communication protocols
- assessment procedures
- time and budget constraints
- confidentiality of participant information
- code of ethics.

***Industry technical and safety criteria*** may include:

- British Sub-Aqua Club (BSAC)
- Professional Association of Diving Instructors (PADI)
- SCUBA Schools International (SSI).

***Hazards*** may include:

- temperature extremes
- rough conditions
- rocks and reefs
- boat traffic
- phobias
- darkness or poor visibility
- decompression
- water depth

**Risks** may include:

- squeezes
- barotrauma
- panic
- aquatic animals and plants.
- hypothermia
- heat exhaustion
- injuries
- exhaustion
- lost party or party member
- equipment failure
- near drowning
- getting separated from group
- barotrauma
- nitrogen narcosis
- contaminated SCUBA air
- cramps
- pressure or volume or density relationships
- buoyancy
- respiration
- air consumption
- direct and indirect effects of pressure
- nitrogen narcosis
- oxygen toxicity
- carbon monoxide toxicity
- stings or bites
- Decompression Illness (DCI):
  - In-gassing or off-gassing nitrogen
  - residual nitrogen.

**Relevant sources** may include:

- Bureau of Meteorology
- media
- land managers or agencies
- coastal patrol or coastguard
- volunteer marine rescue
- local knowledge.

**Weather and environmental information** may include:

- satellite images
- daily and weekly forecasts
- maximum and minimum temperatures
- weather warnings
- event warnings
- river warnings
- synoptic charts

***Food and water requirements*** may include:

- high and low tide predictions.
- menu planning and preparation
- range of foods.

***Principles of nutrition*** may include:

- food groups
- dietary guidelines
- individual food requirements and allergies.

***Contextual issues*** may include:

- weather conditions, including times
- season
- transport
- location
- trip distance and duration
- group objectives
- group size
- season and weather
- participant characteristics
- number of staff
- safety and rescue requirements
- dive duration
- depth and currents.

***Equipment*** may include:

- fins
- mask
- snorkel
- wetsuit or drysuits
- buoyancy control device (BCD) with low pressure inflator
- compressed air cylinder and valve
- regulator and backpack
- alternate air source
- submersible pressure gauge
- timing device
- depth gauge
- no-decompression tables
- computer
- weight belt and weights
- diver's tools
- safety and rescue equipment
- specialist diving equipment
- communication equipment
- navigation equipment.

***Relevant information*** may include:

- personal equipment requirements
- safety procedures

- buddy and communication systems
  - responsible behaviour
  - risk and hazard prevention and management.
- Communication system*** may include:
- calls
  - radio
  - hand signals
  - whistles
  - head signals
  - dive slate
  - dive flags
  - dive site maps
  - visual or physical contact with buddy.
- SCUBA diving techniques*** may include:
- entries to and exits from the water
  - mask and regulator removal, recovery and replacement in water
  - buddy system
  - buoyancy control
  - underwater navigation
  - descending and ascending
  - equalising pressure
  - self and buddy rescues
  - bearings or reciprocal bearings
  - dive calculations.
- In-water supervision*** may include:
- monitoring diver's air
  - ensuring planned bottom times aren't exceeded
  - ensuring divers don't get separated or run low on air.
- Variable factors*** may include:
- change of weather
  - equipment failure
  - water conditions.
- Relevant aspects*** may include:
- objectives
  - planning process
  - activity site
  - weather
  - equipment selection
  - clothing selection
  - food selection
  - instructional content
  - assessment technique
  - group feedback
  - directing techniques
  - rescue techniques employed.

## **Unit Sector(s)**

Outdoor Recreation

## **Competency Field**

SCUBA

# SISOSCB419A Instruct SCUBA diving skills

## Modification History

Not Applicable

## Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to instruct SCUBA diving skills. This unit focuses on planning, instructing and evaluating instructional SCUBA diving sessions to enable participants to achieve the skills and knowledge required to participate independently, or with minimal supervision, in an open water SCUBA diving activity.

## Application of the Unit

This unit applies to those working as SCUBA diving instructors who conduct SCUBA diving instructional sessions in a range of open water conditions. This may include those working for private dive schools or companies operating at coastal sites or through holiday resorts.

## Licensing/Regulatory Information

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

## Pre-Requisites

SISOSCB301A SCUBA dive in open water to a maximum depth of 18 metres

## Employability Skills Information

This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

### Elements and Performance Criteria

#### ELEMENT

Elements describe the essential outcomes of a unit of competency.

#### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range

**ELEMENT****PERFORMANCE CRITERIA**

statement. Assessment of performance is to be consistent with the Evidence Guide.

1. Plan a SCUBA diving session.
  - 1.1. Establish participant's needs and *characteristics*.
  - 1.2. Assess participant's current SCUBA diving knowledge in order to determine the *session's aims and objectives*.
  - 1.3. Determine an appropriate *instructional plan* according to participant's needs and characteristics.
  - 1.4. Develop a *SCUBA diving plan* according to participant's needs and characteristics, *industry technical and safety criteria, relevant legislation and organisational policies and procedures*.
  - 1.5. Identify potential *hazards* associated with SCUBA diving and minimise *risks* according to organisational policies and procedures.
  - 1.6. Access *relevant sources* to interpret detailed *weather and environmental information* and determine *contingency plans*.
  - 1.7. Establish the need for a dive lookout and or above-water dive supervisor according to conditions, industry technical and safety criteria, relevant legislation and organisational policies and procedures.
2. Select and organise equipment and resources.
  - 2.1. Select and access *equipment and resources* according to *contextual issues*, industry technical and safety criteria and organisational policies and procedures, and check serviceability.
  - 2.2. Check equipment for safety and suitability according to relevant legislation and manufacturer's recommendations and adjust and fit to ensure personal comfort.
  - 2.3. Check contents of first aid and repair kits to ensure suitability to the location and activity.
3. Brief participants.
  - 3.1. Communicate instructions and relevant information about the SCUBA diving session in a manner appropriate to the participants.
  - 3.2. Encourage participants to seek clarification, information and feedback as required during the session.
  - 3.3. Establish a suitable communication system for participants to use while SCUBA diving.
  - 3.4. Inform participants of known and anticipated

| ELEMENT                                    | PERFORMANCE CRITERIA  |
|--|---|
|  | hazards, <i>safety procedures</i> and appropriate behaviour.  |
| 4. Instruct a SCUBA diving session.        | <p>3.5. Check and confirm that all participant equipment is fitted and adjusted.</p> <p>4.1. Conduct introductory SCUBA diving activities to reduce risk.</p> <p>4.2. Monitor individual participant's performance during SCUBA diving session.</p> <p>4.3. Apply <i>instructional techniques</i> to impart <i>activity specific knowledge, SCUBA diving techniques</i> and <i>safety and rescue procedures</i>.</p> <p>4.4. Observe participants during SCUBA diving and adjust or refine individual and or group technique as required.</p> <p>4.5. Demonstrate procedures for dealing with emergency and non-routine situations according to organisational policies and procedures.</p> |
| 5. Complete post session responsibilities. | <p>5.1. Inform participants of opportunities to further develop their SCUBA diving skills and knowledge.</p> <p>5.2. Retrieve, inspect, wash, and store equipment according to organisational policies and procedures.</p> <p>5.3. Provide opportunities for participants to identify their personal progress and satisfaction with the session, and give feedback as required.</p> <p>5.4. Evaluate <i>relevant aspects</i> of the SCUBA diving session and determine the level of learning achieved.</p> <p>5.5. Identify potential areas of improvement for future SCUBA diving instructional sessions.</p>  |

## Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

### Required skills

- communication skills to:
  - consult with participants to plan an appropriate SCUBA diving session
  - convey information about the safety aspects of the session
  - interact with participants to create a safe and positive environment
- problem-solving skills to:



- plan SCUBA diving sessions according to participant's needs and characteristics
- address participant difficulties in developing techniques
- anticipate and respond to non-routine situations
- planning and organising skills to:
  - source, allocate and coordinate resources, equipment and a suitable SCUBA diving site
  - monitor and evaluate progress
  - organise participants into manageable groups or buddy pairs for SCUBA diving
- language and literacy skills to:
  - produce SCUBA diving and instructional plans for the session
  - complete post session participant and self evaluations
- personal SCUBA diving skills to a high level of technical correctness to demonstrate and explain techniques to participants
- first aid and emergency response skills appropriate to the location to enable initial response and or rescue in emergencies whilst instructing SCUBA diving.

### **Required knowledge**

- legislation, organisational policies and procedures and industry technical and safety criteria to enable safe conduct of SCUBA diving session
- site specific information to assist in the planning process and enable management of potential dive hazards and any special restrictions applying to the area
- equipment types, characteristics and technology used for SCUBA diving, the advantages and disadvantages of the range of equipment and factors affecting appropriate selection
- instruction techniques and theories applicable to a range of ages and learning abilities to enable effective instruction of participants with different needs, characteristics and ability levels
- physics and physiology, such as the direct and indirect effects of pressure and signs, symptoms, prevention and treatment of common SCUBA diving risks such as decompression illness to enable safe performance
- SCUBA diving techniques and underwater communication systems used between buddy and other divers to reduce risk
- no-decompression dive tables and limits to determine air requirements
- hazards and risks commonly associated with open water SCUBA diving
- navigation techniques to avoid getting lost under water
- emergency, first aid and rescue procedures appropriate to the location to ensure risk minimisation to self and group
- minimal impact interactions and techniques to minimise negative impact on aquatic animal and plant life.

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

### Overview of assessment

#### Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- plans and delivers information, explanations and demonstrations for SCUBA diving sessions to ensure activities are conducted safely according to participant's needs and characteristics
- observes and monitors the progress of participants and provides constructive feedback and intervention to improve SCUBA diving technique and performance
- uses and modifies instructional techniques and or activities to cater for a range of individual learning styles
- evaluates and reflects on own instruction performance to identify strengths, weaknesses and areas that need improvement.

#### Context of and specific resources for assessment

Assessment must ensure instruction of SCUBA diving activities that reflect the needs and characteristics of a range of participants to demonstrate competency and consistency of performance

Assessment must also ensure access to:

- an open water SCUBA diving site and controlled location for the conduct of instructional dive sessions
- groups of participants with different needs and characteristics to take part in SCUBA diving sessions
- a suitable diving boat, if required
- SCUBA diving, navigation, communication, safety, rescue, first aid and teaching equipment
- resources and information regarding participants and location to plan, instruct and document SCUBA diving sessions for a variety of participants.

#### Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of planning processes, such as consulting with participants to determine their needs and characteristics

- oral or written questioning to assess application of legislation, industry technical and safety criteria and organisational policies and procedures to ensure safe conduct of all SCUBA diving activities
- observation of safe SCUBA diving instruction, monitoring and adjustment according to participant's needs and characteristics
- portfolio of SCUBA diving session plans
- third-party reports from a supervisor detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

## Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

*Characteristics* may include:

- age
- cultural and situational factors
- previous experience and knowledge
- physical development.

*Session's aims and objectives* may include:

- developing SCUBA diving instruction skills
- education
- development
- therapy
- fitness targets
- recreation.

*Instructional plan* may include:

- SCUBA diving activities and drills
- duration of activities and drills.

*SCUBA diving plan* may include:

- aims and objectives
- date, time and duration
- location, equipment and resources
- safety requirements.

*Industry technical and safety criteria* may include:

- British Sub-Aqua Club (BSAC)
- Professional Association of Diving Instructors (PADI)
- SCUBA Schools International (SSI).

- Relevant legislation*** may include:
- occupational health and safety
  - permits or permission for access
  - environmental regulations
  - marine regulations.
- Organisational policies and procedures*** may include:
- occupational health and safety
  - assessment procedures
  - time and budget constraints
  - communication protocols
  - confidentiality of participant information
  - code of ethics
  - minimal impact codes.
- Hazards*** may include:
- temperature extremes
  - group management hazards
  - SCUBA hazards.
- Risks*** may include:
- hypothermia
  - heat exhaustion
  - injuries
  - lost party or party member
  - equipment failure
  - barotrauma
  - nitrogen narcosis
  - contaminated SCUBA air
  - pressure or volume or density relationships
  - buoyancy
  - respiration
  - air consumption
  - oxygen toxicity
  - carbon monoxide toxicity
  - stings or bites
  - Decompression Illness (DCI).
- Relevant sources*** may include:
- Bureau of Meteorology
  - media
  - land managers or agencies
  - coastal patrol or coastguards
  - volunteer marine rescue
  - local knowledge.
- Weather and environmental information*** may include:
- satellite images
  - daily and weekly forecasts
  - maximum and minimum temperatures
  - weather warnings
  - event warnings

- river levels
  - synoptic charts
  - high and low tide predictions.
- Contingency plans*** may include:
- change in weather and water conditions
  - equipment failure.
- Equipment*** may include:
- SCUBA diving equipment
  - safety and rescue equipment
  - navigation equipment
  - communication equipment.
- Resources*** may include:
- clothing
  - food and water
  - teaching aids.
- Contextual issues*** may include:
- weather conditions, including times
  - season
  - transport
  - location
  - trip distance and duration
  - group objectives
  - group size.
- Safety procedures*** may include:
- suitable buddy
  - communication signs and signals
  - in-water supervision
  - safety and rescue equipment.
- Instructional techniques*** may include:
- simple to complex
  - part to whole
  - chronological
  - known to unknown
  - D.E.D.I.C.T.
  - E.D.I.C.T.
  - I.D.E.A.
  - orientate, enhance, synthesise
- Required knowledge*** may include:
- risk and hazard prevention and management
  - safety procedures
  - SCUBA diving techniques
  - communication and buddy systems
  - responsible and safe behaviour.
- SCUBA diving techniques*** may include:
- entries to and exits from the water
  - removal and replacement of equipment on surface
  - mask and regulator removal, recovery and replacement in water

- use of buddy and communication system
- buoyancy control
- underwater navigation
- controlled breathing
- descending and ascending
- equalising pressure
- self and buddy rescues
- bearings or reciprocal bearings
- dive calculations
- air supply monitoring.

*Safety and rescue procedures* may include:

- emergency response procedures
- group management in emergency situations
- symptoms, treatment and prevention of common SCUBA diving risks.

*Relevant aspects* may include:

- objectives
- planning process
- activity site
- weather
- equipment selection
- clothing selection
- food selection
- instructional content
- instructional technique
- assessment technique
- group feedback
- directing techniques
- rescue techniques employed.

## **Unit Sector(s)**

Outdoor Recreation

## **Competency Field**

SCUBA

## **SITEEVT001 Source and use information on the events industry**

### **Modification History**

Not applicable.

### **Application**

This unit describes the performance outcomes, skills and knowledge required to access and interpret current and emerging information on the events industry to enhance the quality of event coordination. This includes industry structure, technology, laws and ethical issues specifically relevant to event coordination.

This unit is relevant to events that are diverse in nature and are coordinated in many industry contexts, including the tourism, hospitality, sport, cultural and community sectors.

It applies to individuals working at different levels in event management companies, in event venues, or in organisations that organise their own events.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### **Pre-requisite Unit**

Nil

### **Competency Field**

Events

### **Unit Sector**

Events

### **Elements and Performance Criteria**

#### **ELEMENTS**

Elements describe the essential outcomes.

1. Source and interpret relevant

#### **PERFORMANCE CRITERIA**

Performance criteria describe the performance needed to demonstrate achievement of the element.

1.1. Identify sources of information on the structure,

|   |  |
|---|--|
| industry information.   | products and services of the events industry.  |
|   | 1.2. Access specific information of relevance to the events industry to assist operational duties.               |
|   | 1.3. Use knowledge of the events industry, and its products and services to enhance quality of work performance. |
| 2. Source and use compliance information.                               | 2.1. Obtain information on laws and regulations specifically relevant to events, and work compliantly.           |
|   | 2.2. Source information on industry quality assurance schemes and use to benefit own organisation.               |
|   | 2.3. Conduct day-to-day event activities according to ethical industry practices.                                |
| 3. Source and use information on events technology.                     | 3.1. Source information on current and emerging technologies that impact on operational duties.                  |
|   | 3.2. Use information on technology to suggest new and improved workplace practices.                              |
|   | 3.3. Use current and emerging technology in day-to-day work activities.  |
| 4. Update personal and organisational knowledge of the events industry. | 4.1. Identify and use a range of opportunities to update knowledge of the events industry.                       |
|   | 4.2. Monitor current issues and trends for the industry.   |
|   | 4.3. Share updated information with colleagues.  |

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| <b>SKILLS</b>                 | <b>DESCRIPTION</b>  |
|-------------------------------|---|
| Reading skills to:            | <ul style="list-style-type: none"> <li>• read the content of plain English information about laws and quality assurance processes</li> <li>• research and sort events industry information relevant to own work.</li> </ul>   |
| Writing skills to:            | <ul style="list-style-type: none"> <li>• write and summarise notes, and record information in basic documents, information sheets and files.</li> </ul>   |
| Oral communication skills to: | <ul style="list-style-type: none"> <li>• use open and closed questioning to interact effectively and obtain information from:               <ul style="list-style-type: none"> <li>• experienced industry personnel</li> <li>• colleagues</li> <li>• suppliers</li> </ul> </li> </ul> |



- industry bodies.
- Learning skills to:
- continuously update, review and maintain own knowledge of the events industry.
- Technology skills to:
- use a computer and keyboard
  - use online information systems to search for information.

## Unit Mapping Information

SITXEVT301 Access information on event industry operations

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITEEV T001 Source and use information on the events industry

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- source and document current and emerging industry information on the events industry using at least three information sources listed in the knowledge evidence
- identify ways to integrate current events industry information into daily work activities to enhance the quality of work performance.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- sources of information on the events industry:
  - discussions with experienced industry personnel
  - industry accreditation operators
  - industry associations and organisations
  - industry journals, reference books and seminars
  - internet
  - libraries and media
  - networking with colleagues and suppliers
  - plain English documents, issued by government regulators, that describe laws relevant to the events industry
  - training courses
  - unions
- event types and staging elements
- event products and services
- structure of the events industry:
  - key characteristics
  - main functions
  - features and services of businesses within the local and regional industry
  - business relationships
- information of relevance to the events industry:
  - economic and social significance of the events industry:

- community role in events
- effect on local amenities and facilities
- employment
- role of and impacts on local communities
- general nature of allied and cross-over industries:
  - tourism
  - hospitality
  - entertainment
  - culture
  - sport
- career opportunities within the industry
- current issues and trends for the industry
- roles and general responsibilities for different jobs in the industry
- basic aspects of the stages of event management, from concept development through to execution
- basic aspects of Australian events industry quality assurance processes:
  - industry accreditation schemes
  - International Organization for Standardization (ISO) 20121 Event Sustainability Management Systems
  - codes of conduct or ethics
  - occupational licensing
  - reasons for participation
  - roles and responsibilities of individual staff members in quality assurance
- basic aspects of managing environmental and social sustainability when operating events
- roles and responsibilities for environmental and social sustainability in:
  - event organisations
  - event management companies
  - event venues and sites
- basic aspects of state, territory, commonwealth and local government laws specifically relevant to the events industry, and actions that must be adhered to by organisations staging events:
  - environmental protection requirements for minimal impact operations, protection of natural and cultural integrity, and waste management
  - local community protection:
    - ownership
    - requirements for management
    - access
    - maintaining lifestyle of neighbouring residents
  - consumer protection for refunds, terms and conditions of quotations, and cancellation fees
- basic aspects of equal employment opportunity (EEO) law:

- rights of employees
- responsibilities of employers to make merit-based employment decisions
- current and emerging technology used by event organisations:
  - e-business
  - social media
- ethical practices for:
  - confidentiality of customer information
  - declaration of commissions, fees and other charges
  - gifts and services provided free of charge
  - tips
  - overbooking
  - product recommendations
  - professional behaviour when participating in site inspections and industry events.

## Assessment Conditions

Skills must be demonstrated in an operational events business or activity. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- communication technology and information programs used to source industry information
- information on current events industry practice, products and services from:
  - accredited operators
  - associations and organisations
  - journals
  - seminars
  - colleagues
  - media
  - personal observations and experience
  - reference books
  - training courses
  - unions
  - the internet
- information on codes of conduct, membership and benefits distributed by:
  - industry associations
  - accreditation operators
  - unions
- plain English documents issued by government regulators that describe laws specifically relevant to the events industry.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## **SITEEVT002 Process and monitor event registrations**

### **Modification History**

Not applicable.

### **Application**

This unit describes the performance outcomes, skills and knowledge required to process attendee registrations for events, and administer them through to finalisation. It requires the ability to record customer information, monitor attendance numbers, generate sales and operational reports, and issue customer documents for event attendance.

This unit is relevant to events coordinated in many industry contexts, including the tourism, hospitality, sport, cultural and community sectors.

It applies to event operations personnel who operate with some level of independence and under limited supervision. They may work in event management companies, in event venues, or in organisations that organise their own events.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### **Pre-requisite Unit**

Nil

### **Competency Field**

Events

### **Unit Sector**

Events

### **Elements and Performance Criteria**

#### **ELEMENTS**

Elements describe the essential outcomes.

#### **PERFORMANCE CRITERIA**

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Process registrations.
  - 1.1. Interpret and accurately process event registrations according to organisational procedures and timelines.
  - 1.2. Identify, collect and process missing customer information within appropriate timelines.
  - 1.3. Offer alternatives for unavailable registrations or provide information on waitlist options.
  - 1.4. Answer enquiries about costs and other event details.
  - 1.5. Record customer details using appropriate systems and technology.
  - 1.6. File event registrations according to organisational procedures.
2. Update registrations.
  - 2.1. Accurately update financial status of registrations.
  - 2.2. Accept, process and record requests for amendments or cancellations.
  - 2.3. Provide details of amendment or cancellation conditions and charges and confirm customer understanding.
3. Monitor and report on registrations.
  - 3.1. Monitor registrations and generate registration reports for relevant personnel.
  - 3.2. Identify and report on problems emerging from registration information.
  - 3.3. Take action to address potential attendance issues according to individual responsibility and organisational procedures.
4. Produce final registration documentation.
  - 4.1. Check and finalise event registration details within designated timelines.
  - 4.2. Prepare and issue customer documents within designated timelines.
  - 4.3. Check and correct as necessary all documentation for accuracy prior to issue.
  - 4.4. Generate and distribute final registration reports in agreed formats and styles according to procedures and timelines.
  - 4.5. Minimise use of printed materials and maximise electronic transmission of documents to reduce waste.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

### SKILLS

### DESCRIPTION

- Reading skills to:
- interpret complex event information regarding event schedules, costs, and conditions of sale.

- Writing skills to:
- record accurate customer and operational details
  - create accurate and succinct notes for special requests and event operational details.
- Oral communication skills to:
- elicit information from customers about registration requirements
  - liaise with event coordinators and managers on attendance issues.
- Numeracy skills to:
- manage the accounting processes for event registrations and interpret statistical data within various reports.
- Self-management skills to:
- coordinate own workflow for processing and monitoring registrations within deadlines.
- Technology skills to:
- use calculators, computers, software programs, printers and other business technology for processing event registrations.

## Unit Mapping Information

SITXEVT302 Process and monitor event registrations

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>



# Assessment Requirements for SITEEV T002 Process and monitor event registrations

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- process and administer registrations for six different customers through to finalisation for at least two different types of events
- produce reports for registrations for each of the above events on:
  - breakdown of attendances per session, site, table or venue
  - payment status
  - special requests
  - characteristics of attendees
  - numbers
  - progress towards attendance expectations
  - sources of registrations
- complete registrations within commercial time constraints and deadlines.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- operation systems and software programs used to process and monitor event registrations
- types of events for which registrations are required:
  - business and corporate
  - community
  - entertainment and leisure
  - exhibitions, expositions and fairs
  - festivals
  - fundraising
  - government and civic
  - meetings and conventions
  - social
  - sports

- types of customers for different types of events and methods of administering different registrations
- customer information required to administer registrations
- different formats for, inclusions, and uses of:
  - financial administration documents for customer payments
  - customer event attendance documents
  - event registration reports
- for specific organisation or event:
  - features of event programs, schedules, inclusions and specific costs
  - information required by event coordinators and managers to monitor attendance numbers and deliver events
  - procedures and deadlines for processing and administering registrations and issuing registration reports
  - generating and issuing invoices and credit notes for changed registrations
  - receiving, processing and recording payments.

## Assessment Conditions

Skills must be demonstrated in an operational events business or activity where event registrations are processed and monitored. This can be:

- an industry workplace
- a simulated event set up for the purpose of skills assessment.

Assessment must ensure access to:

- event registration documentation:
  - event program
  - event schedules
  - event inclusions and costs
  - information or sales kit
  - confirmation letters
  - credit notes
  - invoices
  - name lists
  - participant name badge or identification document
  - receipts
  - service vouchers
  - site maps
  - sponsor advertisements
  - tickets

- comprehensive operational and capacity information for venues and sites for the events listed in the knowledge evidence
- industry current technology and software for processing event registrations
- event registrants with whom the individual can interact; these can be:
  - registrants in an industry workplace who are assisted by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## SITEEVT003 Coordinate on-site event registrations

### Modification History

Not applicable.

### Application

This unit describes the performance outcomes, skills and knowledge required to prepare for and process on-site attendee registrations at events. It requires the ability to collect and collate all registration materials in advance of the event, set up the registration area, and check attendee registration details before admission.

This unit is relevant to events that are diverse in nature and are coordinated in many industry contexts, including the tourism, hospitality, sport, cultural and community sectors.

It applies to event operations personnel who operate with some level of independence and under limited supervision. They may work in event management companies, in event venues, or in organisations that organise their own events.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### Pre-requisite Unit

Nil

### Competency Field

Events

### Unit Sector

Events

### Elements and Performance Criteria

#### ELEMENTS

Elements describe the essential outcomes.

#### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- |  |   |
|--|---|
| 1. Prepare on-site registration materials. | <ul style="list-style-type: none"> <li>1.1. Prepare and check all registration materials and equipment prior to event.</li> <li>1.2. Source and prepare appropriate resources to address on-site contingencies.</li> <li>1.3. Minimise use of printed materials and maximise use of electronic documents to reduce waste.</li> <li>1.4. Check and reconfirm arrangements for venue or site access and registration set-up.</li> </ul>   |
| 2. Set up registration area.               | <ul style="list-style-type: none"> <li>2.1. Establish contact with venue or site personnel to facilitate effective communication during event.</li> <li>2.2. Complete site inspection to establish familiarity with event venue or site.</li> <li>2.3. Locate and check registration set-up against prearranged agreements.</li> <li>2.4. Identify registration area safety and access issues and resolve with venue or site personnel.</li> <li>2.5. Check efficiency and working order of registration equipment and resolve or report deficiencies.</li> </ul>         |
| 3. Process on-site registrations.          | <ul style="list-style-type: none"> <li>3.1. Welcome attendees and provide information on venue and event features.</li> <li>3.2. Check attendee registration details and provide event documentation and admission according to organisational procedures and event deadlines.</li> <li>3.3. Identify, record and resolve registration discrepancies according to individual responsibility and organisational procedures.</li> <li>3.4. Process on-site event payments.</li> <li>3.5. Finalise registration records and pack or store registration resources.</li> </ul> |

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| <b>SKILLS</b>      | <b>DESCRIPTION</b>   |
|--------------------|--|
| Reading skills to: | <ul style="list-style-type: none"> <li>• interpret documents detailing name, payment status and booking details for attendees; complex registration reports; event programs; and costs.</li> </ul> |
| Writing skills to: | <ul style="list-style-type: none"> <li>• record accurate customer and event operational details, customer notes and receipts.</li> </ul>   |
| Oral communication | <ul style="list-style-type: none"> <li>• liaise with venue or site personnel on registration set-up</li> </ul>   |

- skills to:
- interact with attendees in a polite, professional and friendly manner
  - respond to attendees with diverse and special needs and expectations.
- Numeracy skills to:
- interpret payment details for registrations and calculate any under or over payments
  - calculate costs for on-site event payments.
- Teamwork skills to:
- work with venue or site personnel for smooth service delivery to attendees.
- Planning and organising skills to:
- coordinate set-up of registration area for operational efficiency.
- Self-management skills to:
- manage own speed, timing and productivity for processing on-site registrations.
- Technology skills to:
- use calculators, computers, software programs, printers and other business technology for processing event registrations.

## Unit Mapping Information

SITXEVT303 Coordinate on-site event registrations

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SIT003 Coordinate on-site event registrations

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- coordinate on-site registrations for at least two different types of events as listed in the knowledge evidence, including undertaking each of the following:
  - prepare registration materials and equipment
  - set up registration area
  - process on-site attendee registrations
  - take payments
  - check registration details
  - provide event documentation
  - communicate event information to all attendees
  - resolve registration discrepancies
- complete on-site registrations within commercial time constraints and customer deadlines.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- types of events for which on-site registrations take place:
  - business and corporate
  - community
  - entertainment and leisure
  - exhibitions, expositions and fairs
  - festivals
  - fundraising
  - government and civic
  - marketing
  - meetings and conventions
  - sports
- on-site registration processes for diverse event types
- safety considerations for on-site registration areas:

- adequate space for gathering or moving large numbers of people
- adequate sun and weather protection
- emergency exits
- profile of registration area for arriving attendees
- safe positioning
- safety of electrical cables in registration area
- access issues for on-site registration areas, especially those associated with gathering or moving large numbers of people
- different types of operations systems, and software programs used to process on-site event registrations
- attendee information required to provide on-site event documentation and admission
- different formats for, inclusions, and uses of:
  - event registration reports
  - registration materials required to process on-site event registrations
  - financial administration documents for attendee payments
  - event attendance documents
- for specific organisation and event:
  - agreements with venue or site for registration set-up
  - features of event program, schedules, inclusions and specific costs
  - procedures for processing on-site registrations.

## Assessment Conditions

Skills must be demonstrated in an operational events business or activity where event registrations are coordinated. This can be:

- an industry workplace
- a simulated event set up for the purpose of skills assessment.

Assessment must ensure access to:

- venues or sites where events are operated with a designated on-site registration area
- industry current technology and software for processing on-site event registrations
- industry current templates for:
  - attendee lists
  - financial administration of on-site event payments
  - registration reports
- event registration documentation:
  - attendance lists per session, site, venue or table
  - event programs
  - event schedules
  - inclusions and costs



- name lists
- payment status
- special requests
- venue or site agreements
- organisational procedures for processing on-site registrations
- registration equipment and materials:
  - attendee kits
  - cash float
  - computer
  - display stands
  - event program and running sheet
  - lanyards
  - name badge or identification documents
  - promotional display materials
  - receipts
  - service vouchers
  - signage
  - site maps
  - stationery
  - tickets
- venue or site personnel with whom the individual can interact
- industry-realistic ratios of registration staff to attendees; these can be:
  - those in an industry workplace who are assisted by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## **SITEEVT004 Provide event staging support**

### **Modification History**

Not applicable.

### **Application**

This unit describes the performance outcomes, skills and knowledge required to assist with staging requirements during event set up, operation and break down. It requires the ability to integrate fundamental knowledge of event staging and technical production requirements.

This unit is relevant to events that are diverse in nature and are coordinated in many industry contexts, including the tourism, hospitality, sport, cultural and community sectors.

It applies to event support personnel who operate under the supervision and guidance of event staging and technical production specialists. They may work in event management or technical staging companies, in event venues, or in organisations which organise their own events.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### **Pre-requisite Unit**

Nil

### **Competency Field**

Events

### **Unit Sector**

Events

### **Elements and Performance Criteria**

#### **ELEMENTS**

Elements describe the essential outcomes.

#### **PERFORMANCE CRITERIA**

Performance criteria describe the performance needed to demonstrate achievement of the element.

- |  |   |
|--|---|
| 1. Prepare for event staging.            | 1.1. Interpret operational documentation and clarify details of staging requirements and resources with supervisor.<br>1.2. Participate in event briefings and clarify own and team roles, responsibilities and timelines.<br>1.3. Obtain staging resources according to plans to meet cost requirements and minimise waste.  |
| 2. Provide on-site staging assistance.   | 2.1. Participate in event set-up, operation and break-down using plans and procedures to guide staging activities.<br>2.2. Provide assistance with staging requirements as directed and take opportunities to acquire new skills.<br>2.3. Liaise with colleagues to maximise work efficiency and effectiveness.<br>2.4. Identify operational problems and resolve within scope of individual responsibility or refer to relevant personnel.<br>2.5. Comply with environmental and social sustainability procedures. |
| 3. Provide feedback on event operations. | 3.1. Review event operations and factors affecting efficiency and success, including own role.<br>3.2. Participate in event debriefs, provide feedback on operational issues and suggest improvements.  |

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| <b>SKILLS</b>                 | <b>DESCRIPTION</b>  |
|-------------------------------|---|
| Reading skills to:            | <ul style="list-style-type: none"> <li>• interpret complex event staging documents, plans, procedures, briefing papers, running sheets, event registration reports, and layout plans for venues or sites.</li> </ul>  |
| Writing skills to:            | <ul style="list-style-type: none"> <li>• record basic notes, messages and simple reports on staging problems and requirements.</li> </ul>   |
| Oral communication skills to: | <ul style="list-style-type: none"> <li>• actively listen to instructions from event management personnel and seek clarification of issues</li> <li>• interact with venue personnel, event staging, and technical production specialists in line with organisational standards.</li> </ul> |

- Numeracy skills to:
- calculate required numbers of staging resources
  - check numbers of installed staging elements against attendance numbers
  - monitor time against running sheets.
- Problem-solving skills to:
- identify missing staging elements during set-up, and take action to source and provide them.
- Planning and organising skills to:
- prepare and check staging resources in advance of events.
- Self-management skills to:
- manage own speed and timing to meet deadlines for event set-up, operation and break-down.

## Unit Mapping Information

SITXEVT304 Provide event staging support

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITEEV T004 Provide event staging support

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- assist with set-up, operation and break-down of staging requirements for at least two different types of events listed in the knowledge evidence
- provide event staging support for each of the above events to meet commercially realistic time pressures and constraints.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- types of events:
  - business and corporate
  - community
  - entertainment and leisure
  - exhibitions, expositions and fairs
  - festivals
  - fundraising
  - government and civic
  - marketing
  - meetings and conventions
  - sports
- basic aspects of different types of events, their format and running order
- roles and general responsibilities in event staging of:
  - internal event team members
  - venue personnel
  - external contractors
  - on-site event manager
- basic aspects of event staging products and services:
  - catering
  - displays, stands and signage

- talent:
  - entertainers
  - speakers
- technical equipment and services:
  - audiovisual
  - lighting
  - sound
- venue or site:
  - layouts
  - registration areas and equipment
  - styling
- for specific organisation or event:
  - features of event documentation used to participate in event staging
  - team structure for instructions, reporting and resolution of problems during event operation
  - procedures and practices for the set-up, operation and break-down of events
  - environmental and social sustainability procedures for:
    - recycling and disposing of waste, especially hazardous substances
    - reducing impacts on the lifestyle of neighbouring residents
    - safety for crowds and the movement of large numbers of attendees
    - use of energy, water and other resources during event set-up, operation and break-down.

## Assessment Conditions

Skills must be demonstrated in an operational events business or activity where event staging support is required. This can be:

- an industry workplace
- a simulated event set up for the purpose of skills assessment.

Assessment must ensure access to:

- operational documentation used to manage on-site event staging:
  - briefing papers
  - contact numbers for contractors and emergency services
  - event program and scheduled time for activities
  - event orders
  - itemised lists of resources
  - layout plan for venue or site
  - plans and procedures
  - registration reports

- running sheets for delivery of event
- service vouchers
- signage
- site maps
- staffing rosters
- technical equipment and production services from the following list as required for the event:
  - audiovisual
  - costumes
  - props
  - pyrotechnics
  - rigging
  - sets
  - sound and lighting
  - special effects
  - stage design and construction
  - venue styling
- venue personnel, event staging and technical production specialists with whom the individual can interact; these can be:
  - those in an industry workplace who are assisted by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## **SITEEVT005 Plan in-house events or functions**

### **Modification History**

Not applicable.

### **Application**

This unit describes the performance outcomes, skills and knowledge required to plan the delivery of events or functions in a commercial venue. It requires the ability to identify customer operational needs and preferences, prepare and confirm event proposals, and finalise operational documents for the delivery of events.

This unit is relevant to events that are diverse in nature and are coordinated in many industry contexts, including the tourism, hospitality, sport, cultural and community sectors.

It applies to event coordinators who operate independently, and are responsible for making a range of operational decisions. They may work in commercial event or function venues, such as hotels, clubs, theatres, and convention and exhibition centres.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### **Pre-requisite Unit**

Nil

### **Competency Field**

Events

### **Unit Sector**

Events

### **Elements and Performance Criteria**

#### **ELEMENTS**

Elements describe the essential outcomes.

#### **PERFORMANCE CRITERIA**

Performance criteria describe the performance needed to demonstrate achievement of the element.



1. Liaise with event customer to satisfy service expectations.
  - 1.1. Discuss and confirm purpose and scope of event or function with customer.
  - 1.2. Liaise with customer to determine specific operational needs, preferences and budget for event.
  - 1.3. Conduct site inspection as required.
  - 1.4. Hold ongoing discussions about event plans to satisfy all requirements and service expectations.
2. Prepare and confirm event proposal.
  - 2.1. Analyse and document event staging requirements based on detailed review of brief.
  - 2.2. Identify and pursue additional sales opportunities to ensure maximum event profitability.
  - 2.3. Develop options and ideas on event concept, theme and format for inclusion in event proposal.
  - 2.4. Verify operational and service practicality of proposal through consultation with colleagues and suppliers.
  - 2.5. Present proposal including accurate information on costs, range and style of products and services.
  - 2.6. Negotiate and agree on final event details.
  - 2.7. Prepare and issue relevant event documentation and update as required.
3. Coordinate event services.
  - 3.1. Liaise with internal personnel and external suppliers to facilitate effective event planning.
  - 3.2. Identify potential environmental and social impacts and organise services to minimise impacts.
  - 3.3. Determine event components and create schedule to facilitate event service bookings.
  - 3.4. Issue event orders to venue departments and external suppliers according to event deadlines, and update as changes occur.
  - 3.5. Prepare and distribute operational documentation to internal personnel and suppliers according to organisational procedures.
  - 3.6. Develop and provide event briefings to relevant operations personnel in advance of event.
  - 3.7. Minimise use of printed materials and maximise electronic transmission of documents to reduce waste.
4. Finalise event and evaluate operational success.
  - 4.1. Prepare final customer invoices and check and authorise payment of supplier invoices.
  - 4.2. Obtain feedback from customers and seek input from personnel and contractors on event operations.
  - 4.3. Evaluate operational problems.
  - 4.4. Use all information to enhance future event planning activities.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| SKILLS                             | DESCRIPTION  |
|------------------------------------|--|
| Reading skills to:                 | <ul style="list-style-type: none"> <li>interpret unfamiliar and detailed product and technical information from event staging supply organisations</li> <li>research new product and service options for event staging.</li> </ul>   |
| Writing skills to:                 | <ul style="list-style-type: none"> <li>write complex and detailed event operational documents.</li> </ul>  |
| Numeracy skills to:                | <ul style="list-style-type: none"> <li>calculate:               <ul style="list-style-type: none"> <li>number of products and services required for an event or function</li> <li>timings for the delivery of the event.</li> </ul> </li> </ul>                                      |
| Learning skills to:                | <ul style="list-style-type: none"> <li>seek and assimilate new knowledge of event staging options from external suppliers.</li> </ul>  |
| Problem-solving skills to:         | <ul style="list-style-type: none"> <li>analyse event staging requirements and consider and determine practicality of various options</li> <li>anticipate and analyse service difficulties for proposed options, and resolve or abandon ideas before submitting proposals.</li> </ul> |
| Planning and organising skills to: | <ul style="list-style-type: none"> <li>access and sort required information to submit event proposal within designated deadlines.</li> </ul>   |
| Technology skills to:              | <ul style="list-style-type: none"> <li>use event industry operations systems and other business technology for word processing, presentations and spreadsheets.</li> </ul>   |

## Unit Mapping Information

SITXEVT401 Plan in-house events or functions

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITEEV T005 Plan in-house events or functions

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- plan the delivery of at least two in-house events or functions listed in the knowledge evidence to meet the operational requirements of diverse customers
- prepare and present accurate and comprehensive event proposals and operational documentation for each of the above events
- demonstrate the following for each of the above events:
  - liaise with internal personnel and external suppliers to facilitate effective event planning and booking of services
  - issue event orders and operational documents
  - complete activities within commercial time constraints and event deadlines.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- types of in-house events and functions:
  - balls
  - banquets
  - business and corporate
  - celebrations and ceremonies
  - entertainment and leisure
  - exhibitions, expositions and fairs
  - festivals
  - fundraising
  - government and civic
  - industry and other award presentations
  - marketing
  - meetings and conventions
  - parties
  - sports
- characteristics of different types of events and functions staged in commercial venues:

- purpose and format
- roles and responsibilities of different event clients, including corporate clients, family members or officials
- event running order
- entertainment and speeches
- service order and timing for food and beverage items to complement event or function activities
- key features and functions of event staging products and services:
  - accommodation
  - catering
  - displays, stands and signage
  - exhibitor services
  - security
  - talent
  - technical equipment and services
  - venue or site
- styles used in venue room set-up and their different purposes:
  - banquet
  - classroom
  - conference
  - theatre
  - u shape
- different formats for, inclusions, and uses of:
  - event proposals
  - event documentation issued to customers:
    - booking conditions
    - confirmation letters
    - contracts
    - invoices
  - event orders and operational documentation
  - floor plans
  - menus
- key environmental and social impacts of event delivery and minimal impact procedures to:
  - reduce the impact on the lifestyle of neighbouring residents
  - recycle and dispose of waste, especially hazardous substances
  - ensure crowd safety and the safe movement of large numbers of attendees
  - efficiently use energy, water and other resources during event set-up, operation and break-down
- for specific organisation or event:

- comprehensive product knowledge of venue features and capacity to service different types of events
- procedures and deadlines for preparing proposals and booking internal and external event services
- role of different venue personnel in the event management process.

## Assessment Conditions

Skills must be demonstrated in an operational events business or activity where in-house events and functions are planned. This can be:

- an industry workplace
- a simulated event set up for the purpose of skills assessment.

Assessment must ensure access to:

- computerised operations system currently used in the events industry to administer event planning functions
- current and comprehensive event venue information:
  - product information in sales kits, brochures, product manuals, information kits or information databases
  - site specifications, operational and capacity information
  - technical production and staging specifications
  - access and security details
  - car parking facilities
- industry current template documents for:
  - event proposals
  - event running sheets
  - event documentation issued to customers:
    - booking conditions
    - confirmation letters
    - contracts
    - invoices
  - event operational documentation
  - floor plans
  - menus
- technical equipment and services required for the event from the following:
  - audiovisual
  - rigging
  - stage design and construction
  - venue styling
- event operations team, internal personnel, external suppliers and customers with whom the individual can interact; these can be:

- those in an industry workplace who are assisted by the individual during the assessment process; or
- individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## **SITEEVT006 Develop conference programs**

### **Modification History**

Not applicable.

### **Application**

This unit describes the performance outcomes, skills and knowledge required to develop conference programs that include a significant business component. It requires the application of detailed knowledge of conference formats and options as well as a sound understanding of learning and development issues that impact on program design.

This unit is relevant to events that are diverse in nature and are coordinated in many industry contexts.

It applies to conference coordinators who operate independently, and are responsible for making a range of operational decisions. They may work in event management companies, in conference venues, or in organisations that produce their own conferences.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### **Pre-requisite Unit**

Nil

### **Competency Field**

Events

### **Unit Sector**

Events

### **Elements and Performance Criteria**

#### **ELEMENTS**

Elements describe the essential outcomes.

#### **PERFORMANCE CRITERIA**

Performance criteria describe the performance needed to demonstrate achievement of the element.

- |                                    |   |
|------------------------------------|---|
| 1. Establish program requirements. | <ul style="list-style-type: none"> <li>1.1. Analyse conference context, scope and objectives in consultation with stakeholders to determine program parameters and structure.</li> <li>1.2. Develop and agree on program requirements in consultation with relevant stakeholders.</li> <li>1.3. Assess internal and external factors for impact on program design.</li> </ul>   |
| 2. Design conference program.      | <ul style="list-style-type: none"> <li>2.1. Develop conference format within known budget, venue and staging constraints.</li> <li>2.2. Research and analyse options for different program components and investigate ways to incorporate innovative approaches.</li> <li>2.3. Identify and integrate use of appropriate technologies into program development.</li> <li>2.4. Include activities that integrate learning and development principles appropriate to the target audience.</li> </ul>        |
| 3. Finalise program details.       | <ul style="list-style-type: none"> <li>3.1. Create cohesive conference programs by integrating program components and scheduling.</li> <li>3.2. Prepare realistic program cost estimates.</li> <li>3.3. Present proposed conference program to appropriate stakeholders.</li> <li>3.4. Negotiate program details with stakeholders and gain appropriate approvals.</li> <li>3.5. Initiate actions for publication of conference program in the context of broader conference management plans.</li> </ul> |

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| <b>SKILLS</b>       | <b>DESCRIPTION</b>  |
|---------------------|---|
| Reading skills to:  | <ul style="list-style-type: none"> <li>• research and interpret potentially wide-ranging and complex information sources about conference programming options.</li> </ul> |
| Writing skills to:  | <ul style="list-style-type: none"> <li>• develop clear program documentation.</li> </ul>  |
| Numeracy skills to: | <ul style="list-style-type: none"> <li>• work within conference scheduling and timing requirements.</li> </ul>  |
| Learning skills to: | <ul style="list-style-type: none"> <li>• develop and maintain knowledge of conference programming options.</li> </ul>   |
| Problem-solving     | <ul style="list-style-type: none"> <li>• analyse and respond to potential risks and issues in program design.</li> </ul>  |



skills to:

Technology skills to: • use computers and word processing software to develop conference programs.

## Unit Mapping Information

SITXEVT501 Develop conference programs

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITTEVT006 Develop conference programs

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- design one conference program in consultation with stakeholders
- determine and document the following operational and program requirements for the above conference program:
  - accommodation
  - budget
  - catering
  - date
  - delegate numbers and profile
  - duration
  - event running sheet
  - venue and staging requirements
  - balance of social and business program
  - format
  - learning and development requirements
  - speakers, facilitators and talent.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- needs of different conference market segments and relevant stakeholders, including:
  - associations
  - corporate
  - government
- conference session formats, and the features, advantages and disadvantages of different options
- current, emerging and innovative approaches to conference program design
- different conference program components and their impact on program design:
  - breaks

- business program:
  - plenary
  - break-outs
- catering
- links with other parallel events
- pre- and post-touring elements
- social program
- scheduling options and issues for conferences of varying durations
- options for conference staging:
  - key staging components
  - room layouts
  - current technologies
  - remote conferencing options
  - venue requirements
- educational, learning and development principles:
  - learning principles for different groups
  - varying learning styles
  - features of learning materials
  - features of academic abstracts and how they are used.

## Assessment Conditions

Skills must be demonstrated in an operational events context where development of a conference program is required. This can be:

- a live event
- a simulated event, set up for the purpose of skills assessment.

Assessment must ensure access to:

- dedicated conference budgets
- current industry documentation relating to at least three different conference venues:
  - audio visual
  - banquet event orders
  - floors plans
  - insurance and indemnity
  - menus
  - venue access information
  - venue requirements
- computers and word processing software to produce conference programs
- organisational templates:
  - booking forms

- event running sheets
- registration reports
- risk assessments
- sign-in and sign-out records
- stakeholders with whom the individual consults and develops a conference program; these can be:
  - those in an industry workplace who are assisted by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## **SITEEVT007 Select event venues and sites**

### **Modification History**

Not applicable.

### **Application**

This unit describes the performance outcomes, skills and knowledge required to source and select venues or sites for events. It requires the ability to analyse event plans to determine venue or site requirements; develop selection specifications; and assess, choose and contract venues or sites.

This unit is relevant to events that are diverse in nature and are coordinated in many industry contexts, including the tourism, hospitality, sport, cultural and community sectors.

It applies to event coordinators who operate independently and are responsible for making a range of operational decisions. They may work in event management companies or in organisations that organise their own events.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### **Pre-requisite Unit**

Nil

### **Competency Field**

Events

### **Unit Sector**

Events

### **Elements and Performance Criteria**

#### **ELEMENTS**

Elements describe the essential outcomes.

#### **PERFORMANCE CRITERIA**

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Determine venue or site requirements.
  - 1.1. Review and analyse event proposal or plan and determine overall venue or site requirements.
  - 1.2. Develop and document detailed venue or site specifications to facilitate research and selection process.
  - 1.3. Integrate stakeholder needs into venue or site specifications.
2. Source event venue or site.
  - 2.1. Research potential venues and sites using appropriate information sources and research methods.
  - 2.2. Assess the suitability of venues and sites against requirements outlined in venue specifications.
  - 2.3. Consult with venue and site personnel to evaluate capacity to deliver a range of quality outcomes.
  - 2.4. Identify risk, and regulatory and sustainability issues associated with venues and sites and evaluate during selection process.
  - 2.5. Provide briefings on venue or site options to stakeholders that include recommendations, and gain approvals.
3. Confirm venue or site bookings.
  - 3.1. Book venue or site when selection process is finalised.
  - 3.2. Review and sign venue or site contracts within appropriate timeframes and within scope of individual responsibility.
  - 3.3. Integrate venue or site issues into event management plans.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

### SKILLS

### DESCRIPTION

- |                            |  |
|----------------------------|--|
| Reading skills to:         | <ul style="list-style-type: none"> <li>• interpret complex event plans and product and service specifications for venues and sites.</li> </ul>   |
| Numeracy skills to:        | <ul style="list-style-type: none"> <li>• calculate:               <ul style="list-style-type: none"> <li>• attendee capacity</li> <li>• size of assembly, storage and maintenance areas for event staging items</li> <li>• size and capacity of various areas for seating, stands and on-site registration.</li> </ul> </li> </ul> |
| Learning skills to:        | <ul style="list-style-type: none"> <li>• seek and assimilate new knowledge of event venues and sites.</li> </ul>   |
| Problem-solving skills to: | <ul style="list-style-type: none"> <li>• evaluate venue or site options against complex specifications and make substantiated selection</li> <li>• anticipate and analyse risks associated with venues or sites and address with risk management plans or alternatively abandon</li> </ul>   |

options before selection.

Planning and organising skills to:

- access and collate all information required for venue or site selection and to source and select venues or sites within designated deadlines.

Technology skills to:

- use calculators, computers, printers, word processing and spreadsheet software packages and other business technology.

## Unit Mapping Information

SITXEVT502 Select event venues and sites

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITEEV T007 Select event venues and sites

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- consult with stakeholders to identify and document venue and site requirements for at least one event type listed in the knowledge evidence that has multiple operational components
- research and select appropriate venue or site for the above event using at least two of the following methods:
  - calling for tenders
  - conducting desk research
  - inspecting venues or sites
  - using own events industry networks
- source and select venue or site for the above event within commercial time constraints and event deadlines.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- types of events:
  - business and corporate
  - entertainment and leisure
  - exhibitions, expositions and fairs
  - festivals
  - fundraising
  - government and civic
  - meetings and conventions
  - sports
- operational and venue requirements for different types of events
- sources of information on event venues or sites
- key features of local event venues or sites and their capacity to service different types of events



- event staging products and services offered by event venues or sites and their suitability for different types of events:
  - accommodation
  - catering
  - technical equipment and services
  - staffing
  - security
  - storage facilities
  - technical equipment and production services:
    - audiovisual
    - costumes
    - props
    - pyrotechnics
    - rigging
    - sets
    - sound and lighting
    - special effects
    - stage design and construction
    - venue styling
  - transportation
- risk and regulatory issues associated with different types of venues and sites, and methods of managing them:
  - access
  - liquor licensing
  - number of contractors to be coordinated
  - physical constraints
  - safety issues
  - security issues
  - venue or site appeal for intended audience
  - crowd control
- social and environmental sustainability issues associated with different venues and sites:
  - water and energy use
  - waste management
  - local community rights during operation of events
  - maintenance of natural and cultural integrity
- operational structures within venues and sites:
  - relevant personnel
  - organisational relationships
  - reporting structures
- formats for, inclusions, and uses of:

- venue or site specifications for the staging of events
- venue or site contracts.

## Assessment Conditions

Skills must be demonstrated in an operational events context where the selection of event venues and sites is required. This can be:

- a live event
- a simulated event set up for the purpose of skills assessment.

Assessment must ensure access to:

- dedicated event budgets
- venues and sites where events are operated
- comprehensive event plans
- current and comprehensive event venue and site information:
  - product information in sales kits, brochures, product manuals, supplier information kits or information databases
  - site specifications, operational and capacity information
  - technical production and staging specifications
- industry current venue or site specification templates for the staging of events
- event stakeholders with whom the individual consults
- venue personnel and an event operational team with whom the individual liaises during the selection process; these can be:
  - those in an industry workplace who are assisted by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## **SITEEVT008 Manage event staging components**

### **Modification History**

Not applicable.

### **Application**

This unit describes the performance outcomes, skills and knowledge required to analyse event staging requirements and organise and monitor different staging services and products. It requires the ability to use advanced planning, organisation and communication skills combined with detailed knowledge of the event management process and broad understanding of specialist component services.

This unit is relevant to events that are diverse in nature and are coordinated in many industry contexts, including the tourism, hospitality, sport, cultural and community sectors.

It applies to event coordinators who operate independently, and are responsible for making a range of operational decisions. They may work in event management companies, in event venues, or in organisations that organise their own events.

The unit does not cover the high levels of technical expertise required to provide individual specialist services, such as catering, audio visual or technical, creative and sporting services. It is also distinct from staging specialisation units that apply to staging technicians and stage managers in the entertainment industry.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### **Pre-requisite Unit**

Nil

### **Competency Field**

Events

### **Unit Sector**

Events

## Elements and Performance Criteria

### ELEMENTS

### PERFORMANCE CRITERIA

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Analyse staging requirements.

1.1. Analyse event staging requirements based on detailed review of proposed event.

1.2. Develop an accurate summary of staging requirements for each event component in consultation with key stakeholders.

1.3. Develop a work schedule to address staging requirements, identifying key activities, interrelationships and timelines.

1.4. Incorporate regulatory, safety, risk and sustainability issues into planning processes.

2. Source and organise staging contractors.

2.1. Identify and source contractors according to work schedule.

2.2. Provide staging specifications detailing contractor requirements.

2.3. Obtain quotations for provision of products and services.

2.4. Evaluate quotations against specifications and other relevant quality criteria.

2.5. Conduct negotiations and select contractors using product and service knowledge to inform decisions.

2.6. Confirm agreements with contractors in writing to include details and costs of all services.

3. Monitor staging preparations.

3.1. Monitor event preparations through ongoing liaison with contractors and other stakeholders.

3.2. Evaluate work completed against event requirements and schedules, and take appropriate action to address delays or other problems.

3.3. Assess need for staging adjustments to maintain event quality and integrity.

3.4. Negotiate and confirm required changes.

4. Evaluate staging components.

4.1. Obtain feedback from stakeholders according to predetermined evaluation criteria.

4.2. Evaluate staging components in terms of operational efficiency and service quality.

4.3. Use information to enhance future event planning.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance

criteria are listed here, along with a brief context statement.

| <b>SKILLS</b>                      | <b>DESCRIPTION</b>   |
|------------------------------------|--|
| Reading skills to:                 | <ul style="list-style-type: none"> <li>• interpret complex event documentation.</li> </ul>   |
| Oral communication skills to:      | <ul style="list-style-type: none"> <li>• conduct negotiations for the supply of products and services</li> <li>• manage relationships with staging contractors.</li> </ul> |
| Numeracy skills to:                | <ul style="list-style-type: none"> <li>• evaluate event budgets</li> <li>• assess contractor quotations and negotiate costs.</li> </ul>                                    |
| Learning skills to:                | <ul style="list-style-type: none"> <li>• maintain and expand knowledge of staging services.</li> </ul>   |
| Planning and organising skills to: | <ul style="list-style-type: none"> <li>• integrate potentially competing operational and management requirements.</li> </ul>   |
| Self-management skills to:         | <ul style="list-style-type: none"> <li>• take responsibility for the complete process of organising event staging and contractor management.</li> </ul>                    |

## Unit Mapping Information

SITXEVT503 Manage event staging components

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITEEV T008 Manage event staging components

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- consult with stakeholders to develop staging requirements for at least one type of event listed in the knowledge evidence with multiple operational components
- source and select contractors for the above event to provide staging components that meet stakeholder and event requirements
- monitor and evaluate event staging components for the above event by:
  - ensuring work is completed against event requirements and schedules
  - confirming staging requirements are delivered as required
  - obtaining feedback from stakeholders on contractor performance.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- types of events:
  - business and corporate
  - entertainment and leisure
  - exhibitions, expositions and fairs
  - festivals
  - fundraising
  - government and civic
  - meetings and conventions
  - social
  - sports
- roles and responsibilities of organisations involved in event staging
- suppliers of staging products and services
- sources of information on staging services and products
- product and service terminology, features and options, current technology and risk considerations in these key areas of staging:
  - catering
  - displays, stands and signage

- exhibitor services
- security
- talent
- technical equipment and services:
  - audiovisual
  - lighting
  - sets
  - sound
  - stage design
  - rigging
  - special effects
- venue or site requirements
- venue layout and styling
- regulatory considerations for organising event staging:
  - contractor licensing
  - food safety
  - liquor licensing
  - local government authorities
- factors affecting staging specifications:
  - performance standards
  - price
  - technical specifications
  - theme-related requirements
  - timelines
  - regulatory requirements
- requirements for contractor briefing and specification documents.

## Assessment Conditions

Skills must be demonstrated in an operational events context where selection of event staging is required. This can be:

- a live event
- a simulated event set up for the purpose of skills assessment.

Assessment must ensure access to:

- venues and sites where events are operated
- dedicated event budgets
- comprehensive event plans
- formal communications plans
- current industry documentation and publications relating to staging products and services

- interaction with contractors to select and manage event staging requirements
- stakeholders, for whom the event is organised; these can be:
  - those in an industry workplace who are assisted by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>



## **SITEEVT009 Organise event infrastructure**

### **Modification History**

Not applicable.

### **Application**

This unit describes the performance outcomes, skills and knowledge required to organise event infrastructure and facilities, where these do not already exist at a venue or site. The unit focuses only on the additional skills and knowledge required in this context. SITEEVT008 Manage event staging components covers the coordination of all other event products and services.

This unit is relevant to events that are diverse in nature and are coordinated in many industry contexts, including the tourism, hospitality, sport, cultural and community sectors.

It applies to event coordinators who operate independently and are responsible for making a range of operational decisions. They may work in event management companies, in event venues, or in organisations that organise their own events.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### **Pre-requisite Unit**

Nil

### **Competency Field**

Events

### **Unit Sector**

Events

### **Elements and Performance Criteria**

#### **ELEMENTS**

Elements describe the

#### **PERFORMANCE CRITERIA**

Performance criteria describe the performance needed to

- essential outcomes. demonstrate achievement of the element.
1. Analyse infrastructure requirements.
    - 1.1. Evaluate infrastructure and facility requirements based on detailed review of proposed event and venue.
    - 1.2. Liaise with relevant authorities at commencement of event planning process and integrate regulatory requirements into event plans.
    - 1.3. Develop accurate summary of infrastructure requirements for each event component in consultation with key stakeholders.
    - 1.4. Develop work schedule to address staging requirements, identifying key activities, interrelationships and timelines.
    - 1.5. Incorporate risk control and sustainability issues into planning processes.
  2. Source and organise infrastructure requirements.
    - 2.1. Identify and source infrastructure and facilities contractors according to work schedule.
    - 2.2. Provide specifications to contractors about infrastructure requirements.
    - 2.3. Obtain quotations for the provision of products and services.
    - 2.4. Evaluate quotations against specifications and other relevant quality criteria.
    - 2.5. Confirm agreements with contractors in writing to include details and costs of all services.
  3. Monitor event infrastructure.
    - 3.1. Monitor event preparations through ongoing liaison with contractors and other stakeholders.
    - 3.2. Evaluate work completed against event requirements and schedules, and take appropriate action to address delays or other problems.
    - 3.3. Assess the need for staging adjustments to maintain event quality and integrity.
    - 3.4. Negotiate and confirm required changes.
  4. Evaluate success of event infrastructure operations.
    - 4.1. Obtain feedback from stakeholders according to predetermined evaluation criteria.
    - 4.2. Evaluate infrastructure arrangements in terms of operational efficiency and service quality.
    - 4.3. Use information to enhance future event planning.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance

criteria are listed here, along with a brief context statement.

| <b>SKILLS</b>                      | <b>DESCRIPTION</b>  |
|------------------------------------|---|
| Reading skills to:                 | <ul style="list-style-type: none"><li>• interpret complex event documentation.</li></ul>  |
| Oral communication skills to:      | <ul style="list-style-type: none"><li>• conduct negotiations for the supply of products and services</li><li>• manage relationships with infrastructure contractors and other stakeholders.</li></ul> |
| Numeracy skills to:                | <ul style="list-style-type: none"><li>• evaluate event budgets</li><li>• assess contractor quotations and negotiate costs.</li></ul>  |
| Learning skills to:                | <ul style="list-style-type: none"><li>• maintain and expand knowledge of infrastructure options and services.</li></ul>   |
| Planning and organising skills to: | <ul style="list-style-type: none"><li>• integrate potentially competing operational and management requirements.</li></ul>  |
| Self-management skills to:         | <ul style="list-style-type: none"><li>• take responsibility for the complete process of organising infrastructure and contractor management.</li></ul>  |

## Unit Mapping Information

SITXEVT504 Organise event infrastructure

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITEEV T009 Organise event infrastructure

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- develop infrastructure requirements for a venue or site in consultation with stakeholders and relevant authorities for at least one event type listed in the knowledge evidence, with multiple operational components for:
  - an established event location
  - an untested event location
- source and select infrastructure and facilities contractors required to meet event specifications for the above event
- monitor and evaluate the success of event infrastructure by:
  - ensuring work is completed against event requirements and schedules
  - ensuring infrastructure and facility requirements are supplied as required
  - obtaining feedback from stakeholders.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- roles and responsibilities of organisations involved in staging of events
- types of events:
  - business and corporate
  - entertainment and leisure
  - exhibitions, expositions and fairs
  - festivals
  - fundraising
  - government and civic
  - marketing
  - meetings and conventions
  - sports
- infrastructure and facility requirements for different event types:
  - emergency services
  - parking

- signage
- temporary structures:
  - access
  - accommodation
  - camping
  - catering
  - dining
  - marquees
  - scaffolding
  - tents
  - toilets
- utilities:
  - air conditioning or heating
  - power supply
  - waste disposal and recycling facilities
  - water supply
- suitability of infrastructure for different venues
- suppliers of event infrastructure and facilities
- sources of information on infrastructure and facilities
- product and service terminology, features, options and current technology for event infrastructure and facilities:
  - temporary water and power supply
  - portable and demountable toilets
  - temporary structures
  - mobile catering outlets
  - waste disposal and recycling
  - accommodation
- relevant authorities with which liaison takes place for the organisation of event infrastructure and facilities:
  - emergency services
  - land management and protection authorities
  - local government
  - state or territory government
- issues that impact on the organisation of events in venues or sites without the above listed infrastructure or facilities and:
  - sustainability considerations when introducing event infrastructure and facilities to venues and sites:
    - community and cultural values
    - environmental impacts
  - regulatory considerations associated with event infrastructure and facilities relating to:
    - builders

- catering facilities
  - electricians
  - plumbers
  - local government noise regulations
  - special effects
  - waste management
- problems that occur in event contractor management, and strategies to mitigate risk
  - formats and key inclusions for contractor briefing and specification documents.

## Assessment Conditions

Skills must be demonstrated in an operational events context where event infrastructure is required. This can be:

- a live event
- a simulated event set up for the purpose of skills assessment.

Assessment must ensure access to:

- comprehensive event plans
- dedicated event budgets
- formal communications plans
- venues and sites where infrastructure is required
- suppliers, local authorities and stakeholders with whom the individual can interact; these can be:
  - those in an industry workplace who are assisted by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# SITEEVT010 Manage on-site event operations

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to manage on-site operational activities for the staging of events. It requires the ability to finalise operational plans, oversee event set-up, execution and break-down, and evaluate the operational success of events.

This unit is relevant to events that are diverse in nature and are coordinated in many industry contexts, including the tourism, hospitality, sport, cultural and community sectors.

It applies to event coordinators and managers as well as venue duty, front of house and operations managers who operate independently, and are responsible for operational decisions. They may work in event management companies, in event venues, or in organisations that organise their own events.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## Pre-requisite Unit

Nil

## Competency Field

Events

## Unit Sector

Events

## Elements and Performance Criteria

### ELEMENTS

### PERFORMANCE CRITERIA

Elements describe the

Performance criteria describe the performance needed to

- essential outcomes. demonstrate achievement of the element.
1. Finalise event preparations.
    - 1.1. Check final arrangements for event and address any discrepancies or outstanding matters.
    - 1.2. Analyse event requirements and develop plans and procedures for event staging.
    - 1.3. Prepare and collate operational documentation to facilitate effective on-site management, and distribute to relevant personnel.
    - 1.4. Develop and provide event briefings to relevant personnel in advance of event.
    - 1.5. Minimise use of printed materials and maximise electronic transmission of documents to reduce waste.
  2. Oversee event set-up.
    - 2.1. Establish on-site contact with contractors and reconfirm all requirements.
    - 2.2. Assess all aspects of event set-up against prearranged service agreements and check for safety and ease of attendee access.
    - 2.3. Identify deficiencies and discrepancies and take prompt action to resolve.
    - 2.4. Conduct final briefing on event operational details, including communication and control mechanisms.
  3. Monitor event operation.
    - 3.1. Monitor event operation through observation and communication with relevant personnel to ensure effective delivery of services.
    - 3.2. Identify and quickly evaluate operational problems as they arise and take prompt action to resolve.
    - 3.3. Monitor compliance with environmental and social sustainability procedures to ensure minimal impacts.
    - 3.4. Liaise with client throughout event to ensure satisfaction with service delivery and make necessary adjustments.
  4. Oversee event break-down.
    - 4.1. Ensure event break-down is completed according to agreements.
    - 4.2. Check and sign invoices according to contractor agreements.
    - 4.3. Debrief relevant personnel to improve future event service delivery.
  5. Evaluate operational success of event.
    - 5.1. Obtain feedback from customers and seek input from personnel and contractors on event operations.
    - 5.2. Reflect on and evaluate operational problems.
    - 5.3. Provide recommendations for improvements to future event management practices.



## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| SKILLS                        | DESCRIPTION  |
|-------------------------------|--|
| Reading skills to:            | <ul style="list-style-type: none"> <li>interpret complex event planning documentation.</li> </ul>  |
| Writing skills to:            | <ul style="list-style-type: none"> <li>write complex and detailed, yet easily accessible, event operational documents.</li> </ul>  |
| Oral communication skills to: | <ul style="list-style-type: none"> <li>provide precise instructions to event team members and contractors throughout the operation of the event</li> <li>negotiate solutions and provide clear instructions when problems arise.</li> </ul>  |
| Numeracy skills to:           | <ul style="list-style-type: none"> <li>interpret event budgets and event service agreement costings to determine correct on-site supply of contracted services</li> <li>work quickly and accurately with budget figures to calculate effect on event profitability when resolving on-site problems.</li> </ul> |
| Problem-solving skills to:    | <ul style="list-style-type: none"> <li>negotiate solutions with clients, and internal and external personnel under pressure where time constraints play a key factor.</li> </ul>   |
| Teamwork skills to:           | <ul style="list-style-type: none"> <li>lead a team of event staging personnel and external contractors to effectively deliver events</li> <li>consult with team members and take account of suggested solutions to on-site staging problems.</li> </ul>  |
| Self-management skills to:    | <ul style="list-style-type: none"> <li>take responsibility for the finalisation of event plans and on-site coordination of the delivery of the event.</li> </ul>   |
| Technology skills to:         | <ul style="list-style-type: none"> <li>use calculators, computers, software programs and printers for processing event documentation</li> <li>use two-way communication equipment for on-site management.</li> </ul>   |

## Unit Mapping Information

SITXEVT505 Manage on-site event operations

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITEEV T010 Manage on-site event operations

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- manage on-site event operations for at least one event type listed in the knowledge evidence with multiple operational components, overseeing event:
  - set-up
  - operation
  - break-down
- develop comprehensive plans, procedures and operational documentation for staging at above event
- conduct event briefings prior to and following the above event
- liaise and consult with contractors and other relevant personnel during event finalisation, operation and break-down to ensure service agreements are met and potential risks are mitigated
- manage on-site event operations in live time where commercially realistic time pressures and constraints play a key factor.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- types of events:
  - business and corporate
  - entertainment and leisure
  - exhibitions, expositions and fairs
  - festivals
  - fundraising
  - government and civic
  - marketing
  - meetings and conventions
  - sports
- characteristics of different types of events; their purpose, format and running order
- personnel and others involved in the operation of an event:

- clients
- contractors
- event operations team
- exhibitors
- merchandisers
- organising committee
- sponsors
- suppliers
- venue coordinators or duty managers
- volunteers
- roles, responsibilities, hierarchy of controls, and reporting for event staging of:
  - corporate clients
  - internal event team members, venue personnel and external contractors
  - on-site event manager
- features and functions of two-way communication equipment used to facilitate communication between event personnel
- techniques for managing stress and time during operation of events
- types of event contractors:
  - caterers
  - display suppliers
  - entertainers
  - food and beverage personnel
  - florists
  - equipment hire companies
  - registration and ticket sales specialist companies
  - security personnel
  - speakers and facilitators
  - suppliers of technical equipment and services
  - venue coordinators or duty managers
- key features and functions of event staging products and services:
  - catering
  - displays, stands and signage
  - exhibitor services
  - security
  - talent
  - technical equipment and services:
    - audiovisual
    - lighting
    - rigging
    - sets

- sound
- special effects
- stage design
- venue or site:
  - furniture
  - layouts
  - registration areas and equipment
  - styling
- styles used in venue room set-up and their different purposes:
  - banquet
  - classroom
  - cabaret
  - theatre
  - u shape
- formats for, inclusions, and uses of:
  - operational plans and procedures used to manage on-site event logistics:
    - event documentation issued to operational personnel and contractors
    - briefing papers
    - running sheets for delivery of event
    - registration reports
    - layout plan for venue or site
  - event service agreements
- key environmental and social impacts of event delivery and minimal impact procedures to reduce them:
  - reducing impacts on the lifestyle of neighbouring residents
  - maintaining natural and cultural integrity
  - recycling and disposing of waste, especially hazardous substances
  - safety for crowds and the movement of large numbers of attendees
  - use of energy, water and other resources during event set up, operation and break down
- control measures to mitigate risk for:
  - attendees
  - contract staff
  - personnel
  - volunteers
- components of event break-down:
  - correctly removing infrastructure and facilities to ensure site is left in good condition
  - debriefing participants, exhibitors and contractors
  - directing event team member participation
  - liaising with venue and site personnel

- overseeing recycling and environmentally sound disposal of waste
- packing and removing items.

## Assessment Conditions

Skills must be demonstrated in an operational events context where the management of on-site event operations is required. This can be:

- a live event
- a simulated industry event set up for the purpose of skills assessment.

Assessment must ensure access to:

- dedicated event budgets
- venues and sites where events are operated
- computers, software programs and printers currently used by the events industry to prepare event documentation
- two-way communication equipment for on-site management
- industry current operational documents used to facilitate effective on-site management:
  - briefing papers
  - contact numbers for contractors and/or emergency services
  - copies of agreements with contractors and/or clients
  - event program and scheduled time for activities
  - event orders
  - incident reports
  - itemised lists of resources, suppliers and costs
  - layout plan for venue or site
  - plans and procedures
  - registration reports
  - risk assessments
  - running sheet for delivery of event
  - service vouchers
  - signage
  - sign-in and sign-out sheets
  - site maps
  - staffing rosters
- client's internal event team members, venue personnel and external contractors with whom the individual can interact; these can be:
  - those in an industry workplace who are assisted by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# SITEEVT011 Research event industry trends and practice

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to research and critically evaluate event practice at a strategic level, and to use that research as a way of extending expertise in event management.

This unit is relevant to individuals managing events in any industry context. It is particularly relevant to the cultural, community, hospitality, sporting and tourism sectors.

It applies to event managers who operate with significant autonomy and who are responsible for making strategic event management decisions. They may work in event management companies, in event venues, or in organisations that organise their own events.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## Pre-requisite Unit

Nil

## Competency Field

Events

## Unit Sector

Events

## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential outcomes.

1. Research event ideas and

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1.1. Assess and select research strategies for exploration of

- |  |   |
|--|---|
| management practice.                             | event ideas and concepts.   |
|  | 1.2.Explore potential new and alternative sources of information.   |
|  | 1.3.Research information on the history and evolution of the global events industry as a context for current work practice. |
|  | 1.4.Explore current, emerging and innovative ideas and management practices.  |
| 2. Evaluate information to inform work practice. | 2.1.Analyse ways in which information may be used or adapted to current work practice.                                      |
|  | 2.2.Use information to generate discussion and critical analysis of event management practice and opportunities.            |
|  | 2.3.Develop positions and ideas from research and integrate into professional practice.                                     |
| 3. Extend event management skills and knowledge. | 3.1.Investigate ways to extend and expand individual research to support professional practice and self-development.        |
|  | 3.2.Identify and use opportunities presented by research to extend and refine event management skills and knowledge.        |
|  | 3.3.Collaborate with other professionals on event management practice.  |
|  | 3.4.Identify and use practice, feedback, discussion and evaluation opportunities to continuously improve skills.            |

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| <b>SKILLS</b>         | <b>DESCRIPTION</b>   |
|-----------------------|--|
| Reading skills to:    | <ul style="list-style-type: none"> <li>• analyse varied information sources dealing with complex ideas and strategic management practice.</li> </ul> |
| Learning skills to:   | <ul style="list-style-type: none"> <li>• extend individual research capability through self-directed projects.</li> </ul>                            |
| Technology skills to: | <ul style="list-style-type: none"> <li>• use business technology to conduct research.</li> </ul>   |

## Unit Mapping Information

SITXEVT601 Research event trends and practice



## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SIT0011 Research event industry trends and practice

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- document and evaluate current trends in event ideas, concepts and management practices in the following areas:
  - event operations
  - risk management
  - sustainability
  - technology
  - best practice in event management
- analyse above research findings to inform professional practice by:
  - identifying ways to adapt current practice
  - developing new approaches to work
  - developing awareness of new operational innovations.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- research methodologies and strategies:
  - collaboration or engagement with others:
    - academics
    - industry groups
    - mentors
    - professional practitioners
  - desk research
  - formal study
- sources of events industry references and broader references that inform emerging and innovative practice in event management and operations
- current and emerging events industry trends across areas of event planning and management:
  - concept development

- marketing
- funding and financial models
- operations
- regulation
- sustainability
- International Organization for Standardization (ISO) 20121 Event Sustainability Management Systems
- evaluation
- risk management and health and safety
- evolution of the events industry, globally and within Australia
- events industry networks and professional development opportunities
- techniques and methods to generate new ideas and develop innovative approaches to work.

## Assessment Conditions

Skills must be demonstrated in an operational events business or activity where research of event trends and practice is required. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- a current and varied range of general and specialised information sources
- communication technology and information programs used to source industry information
- industry professionals with whom the individual can collaborate.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## **SITEEVT012 Develop event concepts**

### **Modification History**

Not applicable.

### **Application**

This unit describes the performance outcomes, skills and knowledge required to explore and refine ideas for event concepts, and to progress those concepts to the point where they can be made operational. At times the concept development phase is undertaken in parallel with feasibility analysis or the event bidding process.

This unit is relevant to events that are diverse in nature and are coordinated in many industry contexts, including the tourism, hospitality, sport, cultural and community sectors.

It applies to event managers who operate with significant autonomy and who are responsible for making strategic event management decisions. They may work in event management companies, in event venues, or in organisations that organise their own events.

The unit does not include the specialist concept development undertaken by experts such as writers, technical specialists or lighting, sound, exhibition, set or costume designers. Consultation with relevant experts, however, may be a key aspect of overall event concept development.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### **Pre-requisite Unit**

Nil

### **Competency Field**

Events

### **Unit Sector**

Events

## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential outcomes.

1. Evaluate and explore needs and opportunities for events.

2. Develop a range of creative approaches to event concepts.

3. Refine event concepts.

4. Progress event concept to operational stage.

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1.1. Research and evaluate existing information that informs new concept development.

1.2. Expand the potential of new ideas by exploring a diverse range of opportunities.

1.3. Evaluate factors that impact event concept development.

1.4. Develop preliminary ideas on innovative and different ways to address needs and opportunities, in consultation with relevant stakeholders.

2.1. Use creative thinking techniques to generate innovative and creative concepts.

2.2. Challenge, test and experiment with different concepts as part of a collaborative process.

2.3. Evaluate event concepts in terms of their suitability for the target audience or purpose, feasibility and commercial potential.

2.4. Take account of regulatory, risk and sustainability considerations as concepts and ideas are developed.

2.5. Evaluate and select strategies for achieving desired outcomes.

2.6. Identify resources required to achieve desired outcomes.

2.7. Present proposed concepts in an appropriate format.

3.1. Ensure concept development process is open to ongoing refinement and testing.

3.2. Seek input and feedback on concepts from relevant stakeholders.

3.3. Seek specialist advice on creative and technical aspects of proposals as required.

3.4. Compare concepts with best practice examples of similar products, programs, processes or services.

3.5. Use creative and practical criteria to determine advantages and disadvantages of different concepts.

3.6. Evaluate constraints on the realisation of concepts.

3.7. Refine proposals based on analysis and feedback.

4.1. Verify operational practicality and cohesiveness of the concept through consultation and analysis.

4.2. Develop implementation specifications from refined concept.

- 4.3. Present specifications to relevant parties for funding or approval.
- 4.4. Facilitate effective planning and implementation through timely provision of concept information relevant to stakeholders.
- 4.5. Reflect on methodology used to generate concepts and ideas, and note possible future improvements.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| <b>SKILLS</b>                      | <b>DESCRIPTION</b>  |
|------------------------------------|---|
| Reading skills to:                 | <ul style="list-style-type: none"> <li>• analyse complex information from varied sources.</li> </ul>  |
| Oral communication skills to:      | <ul style="list-style-type: none"> <li>• consult and liaise on potentially complex concepts and planning issues</li> <li>• engage in a collaborative process of ideas generation and refinement.</li> </ul> |
| Numeracy skills to:                | <ul style="list-style-type: none"> <li>• estimate costs and develop broad budgetary scenarios.</li> </ul>   |
| Problem-solving skills to:         | <ul style="list-style-type: none"> <li>• develop and adjust ideas in response to varied creative, management and operational challenges.</li> </ul>   |
| Planning and organising skills to: | <ul style="list-style-type: none"> <li>• integrate practical considerations into the concept development process.</li> </ul>  |
| Technology skills to:              | <ul style="list-style-type: none"> <li>• use business technology to conduct research.</li> </ul>  |

## Unit Mapping Information

SITXEVT602 Develop event concepts

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITEEV T012 Develop event concepts

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- develop preliminary event creative concept for two different events using information sources listed in the knowledge evidence
- develop and evaluate approaches for each of the above preliminary event concepts, which address the following criteria:
  - cost-effectiveness
  - competing priorities
  - fit with:
    - creative aspirations
    - strategic direction of the organisation
    - target market needs
  - innovation
  - risk-benefit analysis
  - technical feasibility
- prepare and present a proposal to stakeholders for one of the above event concepts, detailing creative and practical criteria of each proposed approach, and seek feedback and input to obtain agreement to proceed with further development and refinement of selected event concept approach
- develop implementation specifications for the selected event concept which include:
  - briefs for work
  - concept specification
  - operational plan
  - resource breakdown
  - staging requirements.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- information sources that shape event concept development:
  - creative brief

- event objectives
- event parameters:
  - date, time and duration
  - size and scope
  - location
  - resourcing
- market research
- organisational vision
- techniques for exploring, generating and testing creative ideas, and for translating these ideas into workable concepts:
  - challenging existing assumptions and preconceptions
  - considering change to the way things are done
  - exploring practice in a different industry context
  - investigating new technologies
  - making connections between seemingly unrelated activities
- internal and external factors that affect event concept development:
  - market factors:
    - competitive environment
    - potential levels of participation and interest
    - media interest
  - operational considerations:
    - access
    - climate
    - regulatory requirements
    - risk
  - resource availability, constraints and potential:
    - human
    - physical
    - financial
  - sustainability
- different options to consider when developing an event concept:
  - creative
  - promotional
  - technical
  - operational
- key stakeholders for different event types.



## Assessment Conditions

Skills must be demonstrated in an operational events context where development of event concepts is required. This can be:

- a live event
- a simulated event set up for the purpose of skills assessment.

Assessment must ensure access to:

- industry current implementation specifications and templates for:
  - briefs for work
  - concept specification
  - operational plan
  - resource breakdown
  - staging requirements
- stakeholders with whom the individual can consult; these can be:
  - those in an industry workplace who are assisted by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## **SITEEVT013 Determine event feasibility**

### **Modification History**

Not applicable.

### **Application**

This unit describes the performance outcomes, skills and knowledge required to assess the viability of a proposed event, and develop recommendations and models for its future planning and operation. It requires the ability to use advanced research, analytical and communication skills combined with a detailed knowledge of the event management process. Event feasibility may be determined after, or in parallel with, the creation of the initial event concept.

This unit is relevant to events that are diverse in nature and are coordinated in many industry contexts, including the tourism, hospitality, sport, cultural and community sectors.

It applies to event managers who operate with significant autonomy and who are responsible for making a range of strategic event management decisions. They may work in event management companies, in event venues, or in organisations that organise their own events.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### **Pre-requisite Unit**

Nil

### **Competency Field**

Events

### **Unit Sector**

Events

### **Elements and Performance Criteria**

#### **ELEMENTS**

#### **PERFORMANCE CRITERIA**

| Elements describe the essential outcomes.          | Performance criteria describe the performance needed to demonstrate achievement of the element.  |
|--|--|
| 1. Analyse event context and rationale.            | 1.1. Confirm event rationale and objectives through consultation with key stakeholders and evaluation of event concept information.<br>1.2. Determine place of proposed event in relation to other events and its economic, environmental and social sustainability.<br>1.3. Assess marketability of proposed event through research and consultation.<br>1.4. Evaluate internal and external factors that impact on viability of proposed event.  |
| 2. Assess resource requirements and opportunities. | 2.1. Develop complete and realistic estimates of primary event costs based on breakdown of all event components.<br>2.2. Identify potential sources of revenue and other resources, and develop realistic estimates.<br>2.3. Test and explore different resource scenarios with a range of possible event models.  |
| 3. Evaluate planning and operational requirements. | 3.1. Analyse overall event planning and management requirements.<br>3.2. Evaluate operational requirements for each event component.<br>3.3. Identify compliance requirements and impact on event management and operations.<br>3.4. Consider and develop opportunities to enhance sustainability.   |
| 4. Develop recommendations and models.             | 4.1. Develop positions and recommendations based on outcomes of analysis.<br>4.2. Develop planning, management and operational recommendations for overall event and key event components.<br>4.3. Clearly articulate contingency planning requirements.<br>4.4. Present accurate and complete income and expenditure estimates to inform future decision making.<br>4.5. Offer different models and options, and provide details of benefits and risks of suggested models.<br>4.6. Present key stakeholders with feasibility outcomes in appropriate format. |

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| <b>SKILLS</b>                        | <b>DESCRIPTION</b>  |
|--------------------------------------|---|
| Reading skills to:                   | <ul style="list-style-type: none"><li>analyse complex event information.</li></ul>  |
| Writing skills to:                   | <ul style="list-style-type: none"><li>express complex arguments, scenarios and recommendations.</li></ul>   |
| Oral communication skills to:        | <ul style="list-style-type: none"><li>consult and liaise with stakeholders on strategic event management proposals and issues.</li></ul>  |
| Numeracy skills to:                  | <ul style="list-style-type: none"><li>estimate costs and develop different budgetary scenarios and models.</li></ul>  |
| Problem-solving skills to:           | <ul style="list-style-type: none"><li>analyse complex information from varying sources and develop strategic positions and recommendations as a result of analysis</li><li>develop strategic positions and recommendations in response to complex</li></ul> |
| Initiative and enterprise skills to: | <ul style="list-style-type: none"><li>develop innovative models and recommendations for event management.</li></ul>   |

## Unit Mapping Information

SITXEVT603 Determine event feasibility

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITEEV T013 Determine event feasibility

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- consult with stakeholders to clarify event rationale and context for two different events with multiple operational components
- undertake an analysis of each of the above events to determine the impact on the viability of each of the following internal and external factors:
  - competitor activity
  - industry context
  - management structure
  - organisation objectives
  - resource constraints
  - social, political or economic factors
- evaluate at least three of the following potential sources of revenue and other resources to maximise profitability of each event:
  - community organisations
  - exhibitors
  - general public
  - government funding
  - grants
  - industry bodies
  - participating organisations
  - sponsors
- undertake an analysis of the planning, management and resource requirements as listed in the knowledge evidence for each of the events
- for one of the above events, develop and present a position and recommendations from the event analysis that details the following:
  - planning, management and operational recommendations
  - contingency planning requirements
  - income and expenditure estimates
  - alternative event models and options reflecting benefits and risks.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- features and formats for different event types:
  - internal and external factors specified in the performance evidence that impact on event feasibility and affect its management and operation
  - resource requirements for the overall staging of complex events, and for specific event components
  - sources of potential revenue specified in the performance evidence for different types of events
- sources of events industry references and broader references that inform emerging and innovative practice in event management and operations
- current and emerging events industry trends across all areas of planning, management and operations:
  - marketing trends
  - management models
  - new technologies
  - sustainable event management
- planning, management and resource requirements for event:
  - administration
  - marketing
  - management structures
  - financial, human and physical resources
  - sustainability
  - technology
- operational requirements for event components:
  - minimal impact practices for the construction, maintenance and disposal of event staging components
  - paid and voluntary staff requirements
  - specialist assistance
  - staging requirements:
    - catering
    - equipment
    - infrastructure
    - security
  - transport
- risk management considerations for event feasibility:
  - compliance
  - financial or commercial
  - licensing

- operational
- safety
- security
- different formats and inclusions for the presentation of an events feasibility analysis.

## Assessment Conditions

Skills must be demonstrated in an operational events context where determining event feasibility is required. This can be:

- a live event
- a simulated event set up for the purpose of skills assessment.

Assessment must ensure access to:

- dedicated event budgets
- comprehensive event plans
- current industry data and information sources to inform the feasibility analysis
- formal communication plans
- event stakeholders with whom the individual interacts; these can be:
  - those in an industry workplace who are assisted by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## **SITEEV T014 Develop and implement event management plans**

### **Modification History**

Not applicable.

### **Application**

This unit describes the performance outcomes, skills and knowledge required to assess event planning requirements and respond with the development of detailed event plans. It requires the ability to monitor plans through to event execution and evaluation. Plans developed may be a single plan, or a series of interrelated plans that guide different aspects of event management.

This unit is relevant to events that are diverse in nature and are coordinated in many industry contexts, including the tourism, hospitality, sport, cultural and community sectors.

It applies to event managers who operate with significant autonomy and who are responsible for making strategic event management decisions. They may work in event management companies, in event venues, or in organisations that organise their own events.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### **Pre-requisite Unit**

Nil

### **Competency Field**

Events

### **Unit Sector**

Events

### **Elements and Performance Criteria**

#### **ELEMENTS**

Elements describe the

#### **PERFORMANCE CRITERIA**

Performance criteria describe the performance needed to



- essential outcomes. demonstrate achievement of the element.
1. Define planning requirements.
    - 1.1. Analyse event information, scope and objectives to determine planning requirements.
    - 1.2. Identify requirements for consultation and involvement of stakeholders in plan development.
    - 1.3. Assess the impact of internal and external factors on event plan.
    - 1.4. Determine scope, nature and format of event plans.
  2. Develop event plan.
    - 2.1. Consult with stakeholders to facilitate their input and effective event planning.
    - 2.2. Identify risk, regulatory and sustainability issues and incorporate into plan.
    - 2.3. Take account of interrelationships between different event components and their impact on planning.
    - 2.4. Integrate financial, human and physical resource specifications into plan.
    - 2.5. Develop systems and procedures to support the planned event.
    - 2.6. Develop an internal and external communications strategy.
    - 2.7. Negotiate and agree on event plan with stakeholders.
    - 2.8. Agree on evaluation criteria for event success.
    - 2.9. Finalise event plan, clearly identifying priorities, timelines, and responsibilities.
  3. Monitor event plan.
    - 3.1. Implement and monitor activities according to agreed timelines.
    - 3.2. Provide support and assistance to colleagues involved in implementing the plan.
    - 3.3. Monitor implementation of integrated plan for multiple event components to ensure cohesive planning.
    - 3.4. Assess and respond to the need to adjust plan, systems and procedures.
    - 3.5. Provide progress and other reports as required and according to event requirements.
  4. Evaluate event and event plan.
    - 4.1. Obtain feedback from stakeholders according to predetermined evaluation criteria.
    - 4.2. Evaluate event for operational service efficiency, quality and achievement of objectives.
    - 4.3. Review and assess effectiveness of event plan in delivering outcomes, and identify deficiencies.
    - 4.4. Use information to enhance future event planning.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| <b>SKILLS</b>              | <b>DESCRIPTION</b>   |
|----------------------------|--|
| Reading skills to:         | <ul style="list-style-type: none"><li>interpret complex and varied event information from diverse sources.</li></ul>   |
| Writing skills to:         | <ul style="list-style-type: none"><li>write complex event plans and performance measurement documents to facilitate event planning and evaluation.</li></ul>   |
| Numeracy skills to:        | <ul style="list-style-type: none"><li>interpret diverse components of event budgets and develop resource specifications within budgetary parameters.</li></ul> |
| Problem-solving skills to: | <ul style="list-style-type: none"><li>address operational issues at a management level.</li></ul>  |

## Unit Mapping Information

SITXEVT604 Develop and implement event management plans

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITEEV T014 Develop and implement event management plans

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- develop an event management plan for at least two different events with multiple operational components
- document the above plans, specifying system and procedure details for:
  - risk, regulatory and sustainability considerations
  - financial, human and physical resource requirements
  - reporting lines, and meeting schedules and protocols
  - internal and external communications strategy
- monitor the implementation of each event plan, ensuring:
  - timelines and deadlines are met
  - adjustments to plan, systems and procedures are made as required
- obtain feedback from stakeholders to evaluate the event against the following criteria:
  - communication
  - contingency management
  - operational efficiency
  - profitability
  - resource efficiency
  - success in meeting event objectives
  - stakeholder feedback.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- sources of information that inform event plan development:
  - event concepts
  - feasibility analysis
  - initial budget
  - proposals or bids
  - sources of revenue

- internal and external factors and their impact on event plans:
  - availability of external resources
  - capacity of organisation to manage the event
  - competing and complementary events
  - economic climate
  - sponsor requirements
  - regulatory requirements:
    - licensing
    - safety
    - security
  - risk management
  - venue capacity issues
- key event planning concepts:
  - steps in the planning process
  - technologies that support effective event planning
  - interrelationships between different event components and their impact on event planning
  - methods for developing and managing integrated plans for multiple event components
  - communication strategies between stakeholders
  - stakeholder involvement and approval processes
  - plan formats and inclusions for different aspects of event management:
    - catering
    - human resources
    - regulatory compliance
    - risk management
    - safety and security
    - sponsorship
    - talent
    - technical equipment and services
    - venues or sites
- evaluation and performance measurement systems for events:
  - formats and systems
  - qualitative and quantitative evaluation criteria and ways to evaluate having achieved them
- sustainability considerations and ways of enhancing event sustainability:
  - environmental:
    - resource conservation
    - waste management
  - social:
    - community impacts

- community involvement
- issues that arise in the implementation of event plans, and strategies to address them.

## Assessment Conditions

Skills must be demonstrated in an operational events context where the development and implementation of event management plans is required. This can be:

- a live event
- a simulated industry event set up for the purpose of skills assessment.

Assessment must ensure access to:

- formal communication plans
- information to inform event plan development:
  - dedicated event budgets
  - event concept documents
  - evaluation criteria
- an events team with which the individual can interact
- event stakeholders with whom the individual can liaise and negotiate; these can be:
  - those in an industry workplace who are assisted by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## **SITEEVT015 Develop event transport plans**

### **Modification History**

Not applicable.

### **Application**

This unit describes the performance outcomes, skills and knowledge required to analyse event transport needs and develop appropriate plans and procedures for transporting people to, from, and between event venues. It requires the ability to use critical thinking, planning and organisational skills, combined with knowledge of transport management issues and options.

This unit is relevant to events in many industry contexts, including the tourism, hospitality, sport, cultural and community sectors.

This unit applies to event managers who operate with significant autonomy and who are responsible for making strategic event management decisions. They may work in event management companies, in event venues, or in organisations that organise their own events.

This unit does not cover the specialist skills required to manage and monitor large transport fleets, as these roles are undertaken by people working as transport specialists.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### **Pre-requisite Unit**

Nil

### **Competency Field**

Events

### **Unit Sector**

Events

## Elements and Performance Criteria

### ELEMENTS

### PERFORMANCE CRITERIA

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Analyse transport needs.

1.1.Determine event transport needs based on analysis of key event information.

1.2.Identify and assess transport needs of different event stakeholders, including those with special needs.

1.3.Assess need for assistance from transport specialists or involvement of authorities in the transport planning process.

2. Develop transport strategy.

2.1.Source and analyse transport options and resources in consultation with relevant suppliers.

2.2.Assess transport issues and risks presented by event location and geography.

2.3.Analyse and respond to compliance requirements.

2.4.Analyse and incorporate transport issues and risks into transport strategy development.

2.5.Evaluate and respond to broader event management constraints and issues as they relate to event transport.

2.6.Consult with event stakeholders about transport strategies at appropriate times prior to the event.

2.7.Develop evaluation criteria for the transport strategy in consultation with stakeholders.

3. Develop transport operational plan.

3.1.Develop and document transport procedures for event components, including contingency procedures.

3.2.Determine and document internal and external resource requirements to maximise use, cost-effectiveness and profitability.

3.3.Identify critical tasks and allocate responsibilities and timelines.

3.4.Develop contractor specifications as required.

3.5.Obtain approval for plan from relevant stakeholders.

3.6.Provide operational information to staff and other stakeholders.

4. Evaluate transport strategy.

4.1.Evaluate efficiency and effectiveness of the transport strategy and plan based on agreed evaluation criteria.

4.2.Incorporate outcomes of evaluation into future planning.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| SKILLS                        | DESCRIPTION  |
|-------------------------------|--|
| Reading skills to:            | <ul style="list-style-type: none"><li>interpret complex event documentation, transport schedules and maps.</li></ul>                                       |
| Oral communication skills to: | <ul style="list-style-type: none"><li>consult with diverse stakeholders on complex management and operational issues.</li></ul>                            |
| Numeracy skills to:           | <ul style="list-style-type: none"><li>work within event budgets</li><li>interpret at times conflicting transport timetables.</li></ul>                     |
| Problem-solving skills to:    | <ul style="list-style-type: none"><li>anticipate and respond to potential transport risks and problems with effective strategies and procedures.</li></ul> |

## Unit Mapping Information

SITXEVT605 Develop event transport plans

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>



# Assessment Requirements for SITEEV T015 Develop event transport plans

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- analyse key event information to identify, assess, and determine transport needs for two different events with multiple operational components
- develop a transport strategy for one of the above events, demonstrating analysis of:
  - event constraints and issues:
    - event objectives
    - budget
    - human resources
    - other staging requirements
    - competing events
  - transport issues and risks:
    - access to venue or site
    - availability of services
    - available communication networks
    - delays
    - distance between event venues and facilities
    - sustainability and environmental considerations
    - security, access restrictions, accreditation requirements and threats
    - signage
- develop a transport operational plan for one of the above events which:
  - maximises efficient use, cost, effectiveness and profitability relating to transport
  - documents specific details for each of the following transport procedures:
    - provision for those with disabilities
    - communication between transportation bodies
    - emergency services presence and access
    - human resource requirements: drivers, guides marshals and site supervisors
    - parking
    - pick-up and drop-off locations
    - security
    - timetabling

- training requirements
- vehicle refuelling
- contingency plans for breakdowns, delays, illness and weather
- evaluate the above transport strategy and plan against the following evaluation criteria:
  - attendance targets
  - environmental targets
  - financial targets
  - service targets
  - time targets for the movement of people, resources and equipment.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- types of events that require the development of dedicated transport strategies
- information to develop event transport plans:
  - authorities; emergency services, land management and protection agencies
  - dates, times and duration of event
  - general nature of event
  - level of government involvement; local and state
  - location
  - numbers attending
  - scope of physical staging elements
- sources of specialist assistance for complex transport planning
- transport options and alternatives for consideration in the planning process:
  - private:
    - airlines
    - coach
    - taxis
    - hire cars, minibuses and limousines
    - charter services
    - disabled transport
  - public:
    - trains
    - buses
    - ferries
    - light rail and trams
- legislation, regulations and industry codes that affect transport planning
- transport strategy resource requirements:
  - financial

- human
- physical
- issues and risks associated with event transport
- transport procedures for the events specified in the performance evidence.

## Assessment Conditions

Skills must be demonstrated in an operational events business context where development of event transport plans is required. This can be:

- a live event
- a simulated industry event set up for the purpose of skills assessment.

Assessment must ensure access to:

- dedicated event budgets
- comprehensive event plans
- formal communications plans
- current industry documentation and publications relating to transport options
- geographic information for venues, sites and local area
- operational information:
  - contingency procedures
  - emergency information and procedures
  - event rosters, running sheets and schedules
- route maps between venues and sites
- event stakeholders with whom the individual consults; these can be:
  - those in an industry workplace who are assisted by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## **SITEEVT016 Develop crowd management plans**

### **Modification History**

Not applicable.

### **Application**

This unit describes the performance outcomes, skills and knowledge required to develop plans and procedures for admitting, seating and dispersing crowds to ensure safety, security and well-being of personnel and participants. It requires the ability to use critical thinking, planning and organisational skills, combined with detailed knowledge of risk management issues, crowd control techniques and relevant emergency procedures.

It applies to individuals responsible for developing plans and procedures for managing large crowds in any industry or community context, including events.

The unit applies to managers who operate with significant autonomy and who are responsible for making strategic management decisions.

The unit does not cover the specialised operational crowd management skills required by police or other security experts.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### **Pre-requisite Unit**

Nil

### **Competency Field**

Events

### **Unit Sector**

Events

## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential outcomes.

1. Analyse risks associated with large crowds.

2. Develop crowd management strategies.

3. Develop crowd management operational plan.

4. Develop emergency crowd management procedures.

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Identify and evaluate crowd management regulatory constraints and requirements.
- 1.2. Identify and analyse general risks associated with the gathering of large crowds.
- 1.3. Identify and analyse current and emerging situation-specific risks and assess their impact when planning.
- 1.4. Inspect, or organise inspection of, venue and facilities to ensure regulatory compliance and facilitate risk assessment.
- 1.5. Assess need for specialised security assistance or involvement of authorities in crowd management.
- 2.1. Establish maximum limits for admission based on analysis of risks and venue.
- 2.2. Estimate expected crowd numbers based on historical data and current trends or attendance information.
- 2.3. Consult with relevant stakeholders on crowd management approaches.
- 2.4. Develop approaches that minimise identified risks.
- 2.5. Evaluate and respond to broader management constraints and issues.
- 2.6. Develop evaluation criteria for crowd management strategies in consultation with stakeholders.
- 3.1. Develop and document crowd management procedures, including contingency procedures.
- 3.2. Determine and document resource requirements for crowd management.
- 3.3. Identify critical tasks and allocate responsibilities and timelines.
- 3.4. Develop contractor specifications as required.
- 3.5. Obtain approval for plan from relevant stakeholders.
- 3.6. Provide operational information to staff and other stakeholders.
- 4.1. Develop and document procedures for managing crowds in emergency situations in consultation with relevant stakeholders.
- 4.2. Identify and document safety needs of special populations

- in emergency situations.
- 4.3. Implement and accurately document required practice drills.
5. Evaluate crowd management plan and procedures.
- 5.1. Evaluate effectiveness of crowd management, based on agreed evaluation criteria.
- 5.2. Incorporate outcomes of evaluation into future planning.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| SKILLS                     | DESCRIPTION  |
|----------------------------|--|
| Numeracy skills to:        | <ul style="list-style-type: none"> <li>calculate venue or site capacity.</li> </ul>  |
| Problem-solving skills to: | <ul style="list-style-type: none"> <li>anticipate and respond to potential crowd control risks and problems with effective strategies and procedures.</li> </ul> |

## Unit Mapping Information

SITXEVT606 Develop crowd management plans

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITEEV T016 Develop crowd management plans

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- analyse the crowd management risks and requirements for at least two different types of events from those listed in the knowledge evidence
- determine venue or site capacity and anticipated numbers for one of the above events
- develop a crowd management strategy for one of the above events, demonstrating analysis of:
  - different approaches and strategies for effective crowd management and risk minimisation
  - criteria to measure the effectiveness of crowd management strategies
- develop a crowd management plan for one of the above events which documents specific details for:
  - emergency situations:
    - drug or alcohol effected attendees
    - medical emergency
    - riot
    - terrorist or other threats
    - natural disaster
    - fire
    - equipment failure
    - stage failure
    - illegal entry
    - adverse weather
    - changes in crowd behaviour
  - procedures appropriate to the event for:
    - venue or site access
    - communication methods and protocols
    - first aid
    - human resources
    - physical resources
    - staging set-up

- evaluate the above crowd management strategy and plan against the following evaluation criteria:
  - attendance targets
  - environmental targets
  - financial targets
  - service targets.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- key requirements of emergency management strategies
- types of situations that require specific crowd control planning
- types of events for which crowd management plans are required:
  - entertainment and leisure
  - exhibitions, expositions and fairs
  - festivals
  - fundraising
  - sports
  - attractions
  - performance venues
- sources of specialist assistance in relation to crowd management and the role and scope of security services
- legislation, regulation and industry codes that affect crowd management:
  - duty of care
  - emergency procedures
  - first aid
  - professional indemnity
  - public liability
  - work health and safety
- procedures for managing crowds and the associated resource requirements
- risk management issues associated with the gathering of large crowds and ways to manage them:
  - access
  - accident
  - adverse weather
  - congestion and overcrowding
  - crowd stress
  - fire
- situation-specific risks relating to:
  - event duration and its impact on crowd behaviour



- nature of audience:
  - youth
  - elderly people
- nature of event, intensity and impact on crowd
- special needs of audience, attendees and participants
- timing in regard to external factors
- venue constraints and capacity.

## Assessment Conditions

Skills must be demonstrated in an operational events context where the development of crowd management plans is required. This can be:

- a live event
- a simulated industry event set up for the purpose of skills assessment.

Assessment must ensure access to:

- venues and sites at which crowd management is required
- current legal and other regulatory information on which to base crowd management planning
- operational event information:
  - contingency procedures
  - evacuation procedures
  - emergency contacts
  - event or program information; rosters, event running sheets and schedules
  - venue or site maps and traffic routes
- stakeholders with whom the individual can interact as part of the planning process; these can be:
  - those in an industry workplace who are assisted by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## **SITEEVT017 Develop multi-venue event plans**

### **Modification History**

Not applicable.

### **Application**

This unit describes the performance outcomes, skills and knowledge required to address the particular issues that apply to events that operate across a number of venues. It requires the ability to use significant analytical and management skills, combined with a strong understanding of event management operational issues. It focuses only on the additional knowledge and skills required in the context of cross-venue event operations.

This unit is relevant to events that are diverse in nature and are coordinated in many industry contexts, including the tourism, hospitality, sport, cultural and community sectors.

It applies to event managers who operate with significant autonomy and who are responsible for making strategic event management decisions. They may work in event management companies, or in organisations that organise their own events.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### **Pre-requisite Unit**

Nil

### **Competency Field**

Events

### **Unit Sector**

Events

### **Elements and Performance Criteria**

#### **ELEMENTS**

Elements describe the essential

#### **PERFORMANCE CRITERIA**

Performance criteria describe the performance needed to

|  |  |
|--|--|
| outcomes.  | demonstrate achievement of the element.  |
| 1. Conduct multi-venue selection process.                    | <p>1.1. Identify parameters for venue selection based on customer and event requirements.</p> <p>1.2. Incorporate multi-venue considerations into the venue or site selection process.</p> <p>1.3. Determine best combination of venues to meet event needs.</p>   |
| 2. Analyse multi-venue planning and management implications. | <p>2.1. Determine potential impact of multi-venue operations through analysis of event requirements.</p> <p>2.2. Analyse risks associated with multi-venue events.</p> <p>2.3. Assess and respond to geographical factors arising from multi-venue operations.</p> <p>2.4. Assess inter-venue communication needs and determine most appropriate forms of communication.</p> <p>2.5. Evaluate need for consistency across venues and develop guidelines in consultation with venue personnel.</p> <p>2.6. Integrate multi-venue considerations into broader event management structures and processes.</p> |
| 3. Develop operational plan to address multi-venue issues.   | <p>3.1. Develop and document multi-venue operational procedures and contingency procedures.</p> <p>3.2. Identify critical tasks and allocate responsibilities and timelines.</p> <p>3.3. Obtain approval for plan from relevant stakeholders.</p> <p>3.4. Provide operational information to staff, venues and other stakeholders.</p>   |
| 4. Evaluate success of multi-venue operations.               | <p>4.1. Obtain feedback from stakeholders according to predetermined evaluation criteria.</p> <p>4.2. Evaluate multi-venue operations in terms of operational efficiency and service quality.</p> <p>4.3. Use information to enhance future event planning.</p>  |

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

### SKILLS

### DESCRIPTION

Reading skills to:

- interpret complex event documentation.

- Oral communication skills to:
- consult with stakeholders on complex management and operational requirements
  - manage relationships and negotiations with venue stakeholders.
- Numeracy skills to:
- calculate budgetary impacts of multi-venue operations.
- Problem-solving skills to:
- anticipate and address management and operational issues across multiple venues.
- Planning and organising skills to:
- manage information from multiple sources.

## Unit Mapping Information

SITXEVT607 Develop multi-venue event plans

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITEEV T017 Develop multi-venue event plans

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- determine requirements and select venues for at least two different multi-venue events with multiple operational components from the event types listed in the knowledge evidence
- demonstrate planning and risk analysis for each of the above events, giving consideration to:
  - risks associated with using multiple venues for events
  - geographical factors
  - communication requirements between venues
- develop and document details of the following operational procedures and information for one of the above multi-venue events:
  - communication protocols
  - key personnel in each venue
  - management structures
  - transport scheduling
  - contingency procedures
  - emergency information
  - event rosters, running sheets and schedules across venues
  - event uniformity requirements
  - route maps between venues and sites
  - information on venues, sites and local area
- evaluate stakeholder feedback on the success of the above multi-venue event operations against the following criteria:
  - communication
  - contingency management
  - operational efficiency
  - profitability
  - resource efficiency
  - success in meeting event objectives.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- types of events:
  - celebrations and ceremonies
  - community
  - conferences
  - entertainment and leisure
  - exhibitions, expositions and fairs
  - festivals
  - fundraising
  - government and civic
  - marketing
  - sports
- types of events that require the use of multiple venues
- implications of multi-event operations and ways to address them:
  - communication
  - management structures
  - operational complexities
  - resources:
    - financial
    - human
    - physical
  - safety
  - geographical factors:
    - distance between venues
    - pick-up and drop-off points
    - terrain
    - traffic routes
    - transport requirements
- inter-venue communication options and relevant technologies to suit particular event requirements:
  - computer networks
  - telephone systems or teleconferencing
  - two-way radios
  - video links or videoconferencing
- risk management issues associated with the use of multiple venues for an event:
  - communication issues
  - contractor management

- consistency of presentation and standards
- crowd control
- delays
- emergency services access
- security complications
- additional resource and staging requirements of a multi-venue event.

## Assessment Conditions

Skills must be demonstrated in an operational events context where multi-venue event planning is required. This can be:

- a live event
- a simulated industry event set up for the purpose of skills assessment.

Assessment must ensure access to:

- multiple venues and sites where events are operated
- dedicated event budgets
- comprehensive event plans
- current industry documentation and publications relating to venues and sites
- formal communications plans
- operational information for multi-venue events:
  - contingency procedures
  - emergency information
  - event rosters
  - event running sheets
  - event schedules across venues
  - maps and other geographical information:
    - route maps between venues and sites
    - information for venues, sites and local area
- an event operations team and event stakeholders with whom the individual consults
- venue personnel with whom operational and communication strategies and procedures can be established; these can be:
  - those in an industry workplace who are assisted by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:



- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## **SITEEVT018 Plan and allocate exhibition space**

### **Modification History**

Not applicable.

### **Application**

This unit describes the performance outcomes, skills and knowledge required to establish exhibition floor plans and allocate exhibitor and service space. It requires the ability to liaise closely with exhibition stakeholders to determine operational requirements, and meet exhibitor and consumer expectations.

Exhibitions are events that bring sellers and buyers together. They could be trade or consumer-focused, and may be stand-alone exhibitions or a component of other events such as fairs, expositions, conferences and festivals. This unit is relevant to exhibitions that are diverse in nature and are coordinated in any industry context, including the tourism, hospitality, sport, cultural and community sectors.

It applies to exhibition managers who operate with significant autonomy and who are responsible for making strategic exhibition management decisions. They may work in exhibition management companies, in event venues or for organisations such as industry bodies that stage exhibitions.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### **Pre-requisite Unit**

Nil

### **Competency Field**

Events

### **Unit Sector**

Events

## Elements and Performance Criteria

### ELEMENTS

### PERFORMANCE CRITERIA

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Identify purpose and scope of the exhibition.

1.1.Consult with stakeholders to clarify exhibition purpose and objectives.

1.2.Liaise with stakeholders to determine specific operational requirements for exhibition.

1.3.Develop overall format for exhibition.

2. Establish exhibition floor plans.

2.1.Assess physical characteristics of exhibition space and capacity to meet requirements.

2.2.Assess safety, security and environmental risks for impacts on exhibition floor plan.

2.3.Plan exhibition layout to maximise exhibitor space and profitability.

2.4.Incorporate a range of exhibitor formats and sizes to meet different exhibitor requirements.

2.5.Allocate space for ancillary services and resolve conflicting demands for exhibition space.

2.6.Organise development of accurate and complete floor plans.

3. Allocate exhibitor space.

3.1.Consult with stakeholders and establish and document criteria for the allocation of space according to exhibition objectives.

3.2.Liaise with stakeholders to allocate space according to agreed criteria.

3.3.Analyse buyer and seller interaction requirements and allocate space accordingly.

3.4.Resolve conflicting demands for exhibitor space according to profile of exhibitor.

4. Evaluate operational success of exhibition.

4.1.Obtain feedback from exhibitors and stakeholders according to predetermined evaluation criteria.

4.2.Seek input from personnel and contractors on exhibition operations.

4.3.Analyse and evaluate operational problems.

4.4.Use all information to enhance future exhibition planning activities.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| SKILLS                               | DESCRIPTION   |
|--------------------------------------|---|
| Reading skills to:                   | <ul style="list-style-type: none"> <li>interpret complex exhibition planning documents.</li> </ul>  |
| Writing skills to:                   | <ul style="list-style-type: none"> <li>document criteria for the allocation of exhibitor space.</li> </ul>  |
| Oral communication skills to:        | <ul style="list-style-type: none"> <li>consult, liaise and negotiate with stakeholders on complex planning and operational issues.</li> </ul>                             |
| Numeracy skills to:                  | <ul style="list-style-type: none"> <li>calculate complex spatial designs for exhibitor formats and sizes.</li> </ul>  |
| Problem-solving skills to:           | <ul style="list-style-type: none"> <li>evaluate operational requirements for exhibitions.</li> </ul>  |
| Initiative and enterprise skills to: | <ul style="list-style-type: none"> <li>identify exhibition profit expectations and establish floor plans that maximise profitability.</li> </ul>                          |
| Teamwork skills to:                  | <ul style="list-style-type: none"> <li>integrate the needs of all stakeholders when establishing floor plans.</li> </ul>  |
| Planning and organising skills to:   | <ul style="list-style-type: none"> <li>access and collate all information required to establish floor plans and to allocate space within designated deadlines.</li> </ul> |

## Unit Mapping Information

SITXEVT608 Plan and allocate exhibition space

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITEEV T018 Plan and allocate exhibition space

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- consult with stakeholders to develop exhibition operational requirements for at least one type of exhibition from the list in the knowledge evidence
- document the following details of the operational requirements for the above exhibition:
  - entertainment
  - crowd control
  - food and beverage outlets
  - format, style and duration of exhibition
  - infrastructure
  - exhibition program
  - minimum and maximum numbers of exhibitors
  - on-site registration of attendees
  - security
  - size and set-up of:
    - client displays and livery
    - exhibitor stands
    - merchandising stands
    - sponsor stands
    - seating
    - tables
  - technical equipment and services
  - venue styling
- develop floor plan for the above exhibition with pre-allocated space for the ancillary services listed in the knowledge evidence
- demonstrate analysis of the following in developing the above floor plan:
  - access limitations
  - food safety requirements
  - noise
  - spacing of exhibition stands and customer traffic areas to avoid overcrowding
  - protection from weather

- access to safe cabling and power sources
- theft prevention measures
- develop evaluation criteria and seek feedback on the exhibition, covering:
  - exhibitor, buyer and sponsor success
  - number of attending buyers
  - operational efficiency
  - success in meeting exhibition objectives
  - profitability of the exhibition
  - venue service levels.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- characteristics of different types of exhibitions; their purpose and objectives:
  - trade or industry
  - consumer
  - commercial
  - non-commercial
- roles, responsibilities and hierarchy of control of different stakeholders in the exhibition planning process
- spatial design techniques for maximising exhibitor space and profitability
- safety, security and environmental risks associated with events, and methods of managing them when designing exhibition floor plans
- induction requirements applicable to venue or event
- buyer and seller interaction formats and methods to incorporate requirements into exhibition floor plans, covering:
  - free flow
  - prearranged appointments
  - scheduled presentations and promotions
- formats for and inclusions in exhibition floor plans
- criteria for allocating space to exhibitions:
  - anticipated consumer demand for exhibitor products and services
  - exhibition themes
  - exhibitor or sponsor participation level
  - proximity of:
    - equipment required by different exhibitors
    - exhibitors in direct competition
  - required balance and variety of exhibitors
  - size of products to be exhibited
- for specific industry sector:

- overall exhibition layout themes and schemas
- exhibitor formats and sizes to meet different exhibitor requirements
- key features and functions of ancillary exhibition services at exhibition venues:
  - attendee seating for consumption of food and beverage
  - business and communication hubs
  - entertainment stages
  - food and beverage outlets
  - food storage and preparation areas
  - media areas
  - meeting rooms
  - on-site registration or ticketing area
  - staff facilities
  - storage
  - toilet facilities
  - waste disposal and recycling
- profiles for exhibitors involved in the specific exhibition
- key environmental and social impacts of exhibition delivery, and minimal impact procedures to reduce them:
  - reducing the impact on lifestyle of neighbouring residents
  - maintaining natural and cultural integrity
  - recycling and disposing of waste, especially hazardous substances
  - safety for crowds and the movement of large numbers of attendees
  - use of energy, water and other resources during event set-up, operation and break-down.

## Assessment Conditions

Skills must be demonstrated in an operational events context where exhibition planning and space allocation is required. This can be:

- a live exhibition
- a simulated exhibition set up for the purpose of skills assessment.

Assessment must ensure access to:

- venues and sites where exhibitions are staged
- dedicated exhibition budgets
- exhibition objectives
- exhibitor profiles
- current and comprehensive exhibition venue information:
  - site specifications, floor plans, operational and capacity information
  - technical production and staging specifications

- formal communication plans
- an exhibition operations team
- exhibition stakeholders with whom the individual consults; these can be:
  - those in an industry workplace who are assisted by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>



# **SITEEVT019 Recruit and manage exhibitors**

## **Modification History**

Not applicable.

## **Application**

This unit describes the performance outcomes, skills and knowledge required to recruit and work with exhibitors during the planning, staging and follow-up phases of an exhibition.

Exhibitions are events that bring sellers and buyers together. They could be trade or consumer-focused, and may be stand-alone exhibitions or a component of other events such as fairs, expositions, conferences and festivals. This unit is relevant to exhibitions that are diverse in nature and are coordinated in any industry context, including the tourism, hospitality, sport, cultural and community sectors.

It applies to exhibition managers who operate with significant autonomy and who are responsible for making strategic exhibition management decisions. They may work in exhibition management companies, in event venues or for organisations such as industry bodies that stage exhibitions.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## **Pre-requisite Unit**

Nil

## **Competency Field**

Events

## **Unit Sector**

Events

## **Elements and Performance Criteria**

### **ELEMENTS**

### **PERFORMANCE CRITERIA**

| Elements describe the essential outcomes.             | Performance criteria describe the performance needed to demonstrate achievement of the element.   |
|---|---|
| 1. Confirm exhibition scope and format.               | 1.1. Assess proposed exhibition concept to determine planning and operational requirements.<br>1.2. Clarify exhibition objectives with key stakeholders.<br>1.3. Develop overall format in consultation with stakeholders.<br>1.4. Develop a work schedule to address exhibitor recruitment and management requirements.  |
| 2. Establish format for buyer and seller interaction. | 2.1. Determine most appropriate format for buyer and seller interaction.<br>2.2. Establish and monitor procedures and systems for one-to-one appointment scheduling when required.<br>2.3. Liaise with colleagues and stakeholders to ensure format, systems and procedures integrate well with other exhibition components and considerations.   |
| 3. Recruit exhibitors.                                | 3.1. Develop a clear, professional and legally compliant exhibitor prospectus that includes breakdown of costs, benefits and relevant exhibitor information.<br>3.2. Distribute and present exhibitor prospectus according to agreed targets and marketing plan.<br>3.3. Maximise take-up of space and profitability through follow-up promotion and negotiation as required.<br>3.4. Execute exhibitor contracts and agreements to include full details of commitments made by both parties. |
| 4. Support exhibitors.                                | 4.1. Organise or provide exhibitor support services.<br>4.2. Develop and distribute accurate and complete exhibitor kits at appropriate time.<br>4.3. Organise or provide exhibitor operational support, briefings and debriefings according to agreements.<br>4.4. Liaise with exhibitors to identify issues and resolve as required.<br>4.5. Reduce negative environmental impacts through minimising use of printed materials.   |
| 5. Manage post-exhibition activities.                 | 5.1. Evaluate effectiveness of buyer and seller interactions based on agreed evaluation criteria.<br>5.2. Follow up with exhibitors according to agreements, and seek feedback on exhibition operation.<br>5.3. Incorporate outcomes of evaluation into future exhibition planning.   |

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| <b>SKILLS</b>                      | <b>DESCRIPTION</b>  |
|------------------------------------|---|
| Reading skills to:                 | <ul style="list-style-type: none"><li>• interpret and develop complex and varied exhibition management documentation.</li></ul>   |
| Writing skills to:                 | <ul style="list-style-type: none"><li>• develop comprehensive, cohesive and complex exhibitor documentation.</li></ul>  |
| Problem-solving skills to:         | <ul style="list-style-type: none"><li>• anticipate and respond to operational challenges when developing exhibition formats</li><li>• take responsibility for resolving exhibitor problems during the exhibition.</li></ul> |
| Planning and organising skills to: | <ul style="list-style-type: none"><li>• establish and manage cohesive operational procedures and systems.</li></ul>   |

## Unit Mapping Information

SITXEVT609 Recruit and manage exhibitors

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITEEV T019 Recruit and manage exhibitors

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- consult with stakeholders and develop the exhibition format and work schedule for one exhibition with multiple operational components which covers:
  - key exhibition activities
  - interrelationships between exhibitors, organisers and stakeholders
  - exhibition timelines
- analyse operational constraints, review exhibition objectives, and consult with exhibition stakeholders to determine an appropriate buyer and seller format for the above exhibition
- develop and distribute exhibitor prospectus that includes information on:
  - attendance expectations and profile
  - bump in/bump out details
  - contact details
  - exhibition
  - features and benefits of participation
  - insurance requirements
  - marketing initiatives and exhibition promotion
  - participation costs and levels
  - previous exhibition performance data
  - sponsorship details
  - venue layout, floor plans and general information
- follow up with prospective exhibitors and prospectus recipients to maximise take-up of space and exhibition profitability
- develop evaluation criteria and evaluate exhibition effectiveness by measuring:
  - exhibitor, buyer and sponsor feedback
  - number of attending buyers
  - operational efficiency
  - profitability
  - venue service levels.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- characteristics of different types of exhibitions, their purposes and objectives:
  - trade or industry
  - consumer
  - commercial
  - non-commercial
- roles, responsibilities, interrelationships and hierarchy of control of different stakeholders in exhibition planning and operation
- formats and options for bringing buyers and sellers together:
  - suitability of different formats for different types of exhibition
  - advantages and disadvantages of different formats
  - exhibition layouts in the relevant industry context
- formats for buyer and seller interactions:
  - appointments made during exhibition period
  - combination of different formats
  - free flow
  - prearranged appointments
  - scheduled presentations
- formats, features and inclusions for exhibitor prospectus kit and feedback documentation
- exhibitor support services:
  - accommodation
  - answering general enquiries
  - assistance with additional promotions
  - briefings and debriefings
  - providing updated information
  - travel
- information included in exhibitor kits:
  - access
  - delivery details
  - floor plans
  - sponsors
  - technical services
  - times and schedules
  - travel arrangements
  - venues
- legal considerations for exhibitor recruitment and management:
  - consumer protection

- public liability and duty of care
- risks, issues and challenges commonly encountered in exhibitor management and ways to avoid and manage them.

## Assessment Conditions

Skills must be demonstrated in an operational exhibition context where the recruitment and management of exhibitors is required. This can be:

- a live exhibition
- a simulated exhibition set up for the purpose of skills assessment.

Assessment must ensure access to:

- venues and sites where exhibitions are staged
- dedicated event budgets
- comprehensive exhibition plans
- formal communication plans
- exhibitor contracts and agreements
- exhibitor kits
- exhibition stakeholders with whom the individual can consult and liaise with during the planning and operation of exhibitions and an exhibition operations team; these can be:
  - those in an industry workplace who are assisted by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# SITHACS001 Clean premises and equipment

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to carry out general cleaning duties. It requires the ability to set up cleaning equipment and to safely clean premises and equipment using resources efficiently to reduce negative environmental impacts.

The unit applies to people responsible for general cleaning duties in any industry context. They work under supervision and usually as part of a team.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## Pre-requisite Unit

Nil

## Competency Field

Accommodation Services

## Unit Sector

Hospitality

## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential outcomes.

1. Select and set up equipment and materials.

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Select appropriate equipment for cleaning task.
- 1.2. Check equipment is clean and in safe working condition according to manufacturer instructions prior to use.
- 1.3. Select and prepare required wet and dry cleaning agents or chemicals according to manufacturer recommendations and

***work health and safety procedures.***

- 1.4. Select and use personal protective clothing where necessary.
2. Clean wet and dry areas and associated equipment.
  - 2.1. Minimise potential customer inconvenience in scheduling and performing cleaning tasks.
  - 2.2. Prepare wet and dry areas to be cleaned and identify hazards.
  - 2.3. Barricade work areas or place warning signs as required.
  - 2.4. Use cleaning agents or chemicals for specific areas, surfaces and equipment, according to manufacturer recommendations and work health and ***organisational procedures.***
  - 2.5. Use equipment safely and according to manufacturer instructions.
  - 2.6. Reduce negative environmental impacts through efficient use of energy, water and other resources.
  - 2.7. Sort general waste and safely dispose of waste and hazardous substances to minimise negative environmental impacts.
3. Maintain and store cleaning equipment and chemicals.
  - 3.1. Clean equipment after use according to organisational requirements and manufacturer instructions.
  - 3.2. Carry out or arrange ***routine maintenance*** of equipment.
  - 3.3. Identify and report equipment faults.
  - 3.4. Store equipment in designated area in a condition ready for re-use.
  - 3.5. Store chemicals according to workplace health and safety requirements.

**Foundation Skills**

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

**SKILLS****DESCRIPTION**

- |                     |  |
|---------------------|--|
| Reading skills to:  | <ul style="list-style-type: none"> <li>• read and interpret organisational documents and diagrams in:               <ul style="list-style-type: none"> <li>• safety and waste disposal procedures</li> <li>• safety data sheets (SDS) and product instructions for cleaning agents and chemicals.</li> </ul> </li> </ul> |
| Writing skills to:  | <ul style="list-style-type: none"> <li>• complete orders to replace out of stock cleaning materials.</li> </ul>  |
| Numeracy skills to: | <ul style="list-style-type: none"> <li>• follow simple dilution requirements for chemicals and cleaning products, and calculate ratios in order to make them up.</li> </ul>  |
| Learning skills to: | <ul style="list-style-type: none"> <li>• locate key information in cleaning schedules and procedures manuals.</li> </ul>   |



- Planning and organising skills to:
- efficiently sequence the stages of cleaning premises.
- Self-management skills to:
- manage own speed, timing and productivity
  - recognise a chemical accident and follow safety procedures to contain it.

## Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

- Work health and safety procedures*** must include:
- information on hazardous substances and storage requirements
  - use of safe manual-handling techniques
  - SDS.
- Organisational procedures*** must include:
- hygienic personal contact with food and food contact surfaces
  - hygienic cleaning practices:
    - cleaning food contact surfaces with clean tea towels and cleaning cloths
    - preventing cross-contamination of bacteria from bathroom or bedroom areas to mini-bar or kitchen areas
  - use of personal protective equipment.
- Routine maintenance*** must include:
- dismantling and reassembling
  - drying out
  - emptying
  - sanitising
  - washing and rinsing
  - wiping down and cleaning.

## Unit Mapping Information

SITHACS101 Clean premises and equipment

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITHACS001 Clean premises and equipment

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- select and safely use cleaning agents and equipment to clean six different areas from the following, including both wet and dry areas:
  - balconies
  - bathrooms
  - bedrooms
  - function rooms
  - kitchens
  - lounge areas
  - public areas
  - storage areas
- complete above cleaning tasks to required standards while:
  - conserving resources in the cleaning process
  - disposing or recycling of waste
  - using correct manual-handling and cleaning techniques
  - using hygienic cleaning practices
  - completing tasks within commercially-realistic timeframes.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- cleaning chemicals, equipment and procedures for wet and dry surfaces and materials:
  - wet:
    - toilets
    - basins
    - sinks
    - walls
  - dry:
    - carpet

- laminate
- soft furnishings
- woodwork
- safe operational practices using essential functions and features of equipment used to clean wet and dry areas
- role and use of safety data sheets (SDS)
- safe manual-handling techniques when:
  - carrying
  - lifting
  - pulling
  - pushing
- safe handling and disposal requirements for hazardous cleaning products
- hygiene procedures and requirements:
  - hygiene responsibilities of cleaning staff
  - hygiene hazards for cleaning
  - potential food contamination and transmission of airborne illnesses
  - cleaning practices that minimise hygiene risks
- ways of minimising negative environmental impacts in the cleaning process:
  - resource conservation – energy and water
  - waste disposal
- standards for presentation of premises and organisational procedures to achieve them.

## Assessment Conditions

Skills must be demonstrated in an operational commercial environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- fixtures:
  - chairs
  - desks
  - lamps and light fittings
  - mini-bar or refrigerator
  - shower, bath or spa
  - soft furnishings
  - telephone
  - television
  - toilet
  - vanity unit and hand basin

- wall mirrors
- small equipment:
  - bed linen and pillows
  - crockery
  - cutlery
  - electric kettles or jugs
  - fire extinguishers
  - glassware
  - radio or alarm clock
  - tea and coffee making facilities
  - towels and bathrobes
  - waste paper bin and liners
- cleaning equipment:
  - electrically operated equipment:
    - polishers
    - scrubbers
    - vacuum cleaners
  - garbage receptacles
  - manual equipment:
    - brushes
    - buckets
    - dusters
    - mops
    - pans
    - tea towels
    - toilet brushes
  - range of cloths:
    - dry
    - dusting
    - lint-free
    - polishing
    - wet
- cleaning agents and chemicals for hard and soft surfaces:
  - acid-based products
  - agents for specialised surfaces:
    - glass
    - wood
  - cream cleansers
  - deodorisers
  - disinfectants

- laundry detergent
- multi-surface cleaners
- sanitisers
- spot cleaning agents
- pesticides
- personal protective clothing:
  - aprons
  - breathing apparatus
  - gloves
  - goggles and masks
  - headwear
  - jackets
  - overalls
  - waterproof clothing and footwear
- wet and dry areas to be cleaned, that include a range of different hard and soft surfaces
- organisational specifications:
  - equipment manufacturer instructions
  - product manufacturer instructions
  - procedures for cleaning premises and equipment
  - standards for presentation of premises.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# SITHACS002 Provide housekeeping services to guests

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to provide a range of general housekeeping services to guests.

The unit applies to housekeeping attendants, porters and concierge staff in commercial accommodation establishments. They work under supervision and usually as part of a team.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## Pre-requisite Unit

Nil

## Competency Field

Accommodation Services

## Unit Sector

Hospitality

## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential outcomes.

1. Respond to housekeeping requests.

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Handle guest requests in a manner consistent with organisational customer service standards and security procedures.
- 1.2. Confirm and note details of requests made.
- 1.3. Make appropriate apologies where a request has arisen from breakdown in-room servicing.

- 1.4. Agree with guests on timelines for meeting requests.
  - 1.5. Locate, deliver and pick up items within agreed timeframes.
  - 1.6. Report ongoing actions required to meet guest requests to appropriate personnel for further action.
  - 1.7. Set up **equipment** for guests when appropriate.
  - 1.8. Proactively offer information and advice about special services and benefits to guests to ensure maximum take-up of services and profitability of guest's stay.
2. Advise guests on room and housekeeping equipment.
    - 2.1. Advise guests courteously on correct use of equipment.
    - 2.2. Report equipment malfunctions promptly and where possible, make alternative arrangements to meet guest needs.
    - 2.3. Where appropriate, agree on suitable time to collect equipment.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| SKILLS                             | DESCRIPTION   |
|------------------------------------|---|
| Reading skills to:                 | <ul style="list-style-type: none"> <li>• follow basic equipment instructions.</li> </ul>  |
| Writing skills to:                 | <ul style="list-style-type: none"> <li>• write simple notes summarising guest requests and note appropriate action completed or follow-up action required</li> <li>• complete workplace checklists.</li> </ul>  |
| Oral communication skills to:      | <ul style="list-style-type: none"> <li>• interact with guests from diverse cultural and social backgrounds, listening to their requests and asking questions to clarify or confirm them</li> <li>• discuss delays in service matters with guests and colleagues.</li> </ul> |
| Numeracy skills to:                | <ul style="list-style-type: none"> <li>• keep a record of details of guest requests and associated timelines.</li> </ul>  |
| Problem-solving skills to:         | <ul style="list-style-type: none"> <li>• apply practical solutions to a range of common customer housekeeping requests.</li> </ul>  |
| Planning and organising skills to: | <ul style="list-style-type: none"> <li>• respond to requests in a logical and efficient way.</li> </ul>   |

## Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential



operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

*Equipment* must include:

- alarm clocks
- electric kettles or jugs
- hair dryers
- telephones
- televisions.

## Unit Mapping Information

SITHACS201 Provide housekeeping services to guests

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITHACS002 Provide housekeeping services to guests

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- meet organisational customer service standards and follow housekeeping procedures when offering each of the following services to guests:
  - providing additional common in-room items
  - meeting special needs:
    - items for in-room celebrations, including flowers, decorations and gifts
    - lost property enquiries
  - organising rectification cleaning
  - organising repairs and maintenance
  - providing information and advice on organisational services, products, and in-room equipment.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- features of housekeeping services and procedures:
  - range of services and available items
  - delivery and pick-up systems
  - maintenance reporting procedures and follow-up
  - response times standards
- security and safety procedures of particular relevance to housekeeping services:
  - accessing rooms
  - interacting with guests
  - securing supplies and equipment
- safe handling of room equipment.

## Assessment Conditions

Skills must be demonstrated in an operational commercial accommodation environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- small equipment:
  - bathroom supplies:
    - toilet rolls
    - tissues
    - various toiletries
  - bed linen and pillows
  - compendium, stationery and pens
  - guest literature and information
  - hair dryers
  - iron and ironing board
  - laundry bags and lists
  - tea and coffee making supplies
- organisational specifications:
  - equipment manufacturer instructions
  - customer service standards
- guests with whom the individual can interact; these can be:
  - guests in an industry workplace who are assisted by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# SITHACS003 Prepare rooms for guests

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to clean and prepare rooms, including bedrooms and bathrooms, in an accommodation establishment. It requires the ability to set up cleaning equipment and trolleys and to safely clean guest rooms using resources efficiently to reduce negative environmental impacts.

The unit applies to housekeeping attendants in commercial accommodation establishments. They work under supervision and usually as part of a team.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## Pre-requisite Unit

Nil

## Competency Field

Accommodation Services

## Unit Sector

Hospitality

## Elements and Performance Criteria

### ELEMENTS

### PERFORMANCE CRITERIA

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Prepare for room servicing.

1.1. Identify rooms requiring service from information supplied.

1.2. Select and prepare room servicing equipment and cleaning agents according to work schedule and product instructions.

1.3. Identify supplies for trolleys and select or order in sufficient

- numbers.
- 1.4. Load trolleys safely with adequate supplies.
  - 1.5. Access rooms according to organisational customer service and security procedures.
2. Make up beds.
    - 2.1. Strip beds and mattresses and check pillows and linen for stains and damage.
    - 2.2. Replace stained and damaged linen according to organisational standards.
  3. Clean rooms.
    - 3.1. Select and use cleaning agents or chemicals for specific areas, surfaces and equipment, according to manufacturer recommendations, *work health and safety* and *organisational procedures*.
    - 3.2. Clean rooms in logical order and with minimum disruption to guests.
    - 3.3. Identify and respond to *hazards*.
    - 3.4. Reduce negative environmental impacts through efficient use of energy, water and other resources.
    - 3.5. Identify pests and take appropriate action.
  4. Organise rooms.
    - 4.1. Check and reset *furniture, fixtures* and *fittings*.
    - 4.2. Check and replenish or replace *room supplies*.
    - 4.3. Collect and store guest items left in vacated rooms.
  5. Check rooms.
    - 5.1. Identify room defects, damaged items or suspicious items or occurrences.
    - 5.2. Report items for follow-up by maintenance teams.
    - 5.3. Check all aspects of room set-up and cleanliness prior to leaving.
  6. Check and store trolleys and equipment.
    - 6.1. Clean trolleys and store equipment after use.
    - 6.2. Safely dispose of all waste and hazardous substances according to environmental requirements.
    - 6.3. Check supplies and replenish or reorder according to organisational procedures.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

### SKILLS

### DESCRIPTION

Reading skills to:

- understand and follow schedules for room servicing
- read and interpret workplace documents and diagrams in:
  - safety and waste disposal procedures

- safety data sheets (SDS) and product instructions for cleaning agents and chemicals.
- Writing skills to:
- complete orders to replace out of stock room supplies and cleaning materials.
- Numeracy skills to:
- follow simple dilution requirements for chemicals and cleaning products, and calculate ratios in order to make them up
  - record quantities of cleaning materials and room supplies required.
- Learning skills to:
- locate key information in-room servicing schedules and procedures manuals.
- Problem-solving skills to:
- identify and deal with common room servicing challenges.
- Planning and organising skills to:
- efficiently sequence the stages of cleaning and preparing rooms.
- Self-management skills to:
- manage own speed, timing and productivity
  - recognise a chemical accident and follow safety procedures to contain it.
- Technology skills to:
- use electrical cleaning equipment.

## Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

***Work health and safety procedures*** must include:

- information on hazardous substances and storage requirements
- use of safe manual-handling techniques
- SDS.

***Organisational procedures*** must include:

- hygienic personal contact with food and food contact surfaces
- hygienic cleaning practices:
  - cleaning food contact surfaces with clean tea towels and cleaning cloths
  - preventing cross-contamination of bacteria from bathroom or bedroom areas to mini-bar or kitchen areas
- use of personal protective equipment.

- Hazards** must include:
- breakages
  - heated utensils and surfaces
  - human waste
  - sharp items:
    - knives
    - needles and syringes
  - surgical dressings
  - wet or slippery surfaces.
- Furniture, fixtures and fittings** must include:
- desks
  - floor surfaces
  - light fittings
  - mirrors and glassware
  - refrigerators
  - shelving
  - soft furnishings
  - telephones
  - televisions
  - wardrobes.
- Room supplies** must include:
- bathroom supplies
  - discretionary supplies and gifts
  - coffee and tea supplies
  - crockery, cutlery and glassware
  - digital equipment
  - kitchen equipment
  - linen
  - information:
    - local tourist information
    - magazines and newspapers
    - promotional material
    - stationery.

## Unit Mapping Information

SITHACS202 Prepare rooms for guests

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITHACS003 Prepare rooms for guests

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- select required supplies and correctly load cleaning trolley to service a minimum of ten guest rooms according to organisational requirements
- demonstrate correct procedure to complete the following tasks according to organisational standards:
  - make up bed
  - check and re-set room furniture, fitting and fixtures
  - replenish guest room supplies
  - identify and report room defects and damaged items for maintenance
- select and safely use cleaning agents and equipment to clean and prepare each of the following wet and dry areas:
  - bathroom
  - bedroom
  - lounge area
  - storage areas, wardrobes, cupboards, and drawers
- demonstrate procedure for reporting suspicious items or occurrences according to organisational requirements
- complete above servicing tasks to required standards while:
  - conserving resources in the servicing process
  - disposing or recycling waste
  - using correct manual-handling techniques
  - using hygienic work practices
  - working within commercially-realistic timeframes.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- cleaning chemicals, equipment and procedures for wet and dry surfaces and materials:
  - agents for specialised surfaces
  - deodorisers



- disinfectants
- spot cleaning agents
- pesticides
- types of protective clothing used for different cleaning tasks
- safe manual-handling techniques:
  - carrying
  - lifting
  - pulling
  - pushing
- security and safety issues for guest rooms:
  - handling of guest property
  - appropriate interactions with guests
  - room access and departure
  - privacy considerations
  - legal obligations (duty of care)
- safe handling requirements for hazardous cleaning products:
  - use of safety data sheets (SDS)
  - disposal of waste and surplus cleaning products
- hygiene procedures and requirements:
  - hygiene responsibilities of cleaning staff and hygienic personal contact with food and food contact surfaces
  - hygiene hazards for room cleaning
- hygienic cleaning practices that prevent:
  - hygiene risks to customer and self
  - cross-contamination of bacteria from bathroom or bedroom areas to mini-bar or kitchen areas
  - potential food contamination by cleaning food contact surfaces with clean tea towels and cleaning cloths
  - transmission of airborne illnesses
- ways of minimising negative environmental impacts in the cleaning process:
  - resource conservation – energy and water
  - waste disposal
- presentation standards for guest rooms.

## Assessment Conditions

Skills must be demonstrated in an operational commercial accommodation environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- fixtures:
  - chairs
  - desks
  - lamps and light fittings
  - mini-bar or refrigerator
  - shower, bath or spa
  - vanity unit and hand basin
  - toilet
  - soft furnishings
  - telephone
  - television
  - wall mirrors
  - wardrobe and coat hangers
  - various guest rooms with different sized beds
- small equipment:
  - bathroom supplies:
    - toilet rolls
    - tissues
    - towels and bathrobes
    - various toiletries
  - bed linen and pillows
  - compendium, stationery and pens
  - crockery
  - cutlery
  - door signage and door stoppers
  - electric kettles or jugs
  - fire extinguishers
  - glassware
  - guest literature and information
  - hair dryers
  - iron and ironing board
  - laundry bags and lists
  - radio or alarm clock
  - tea and coffee making facilities
  - waste paper bin and liners
- cleaning equipment:
  - electrically operated equipment:
    - polishers

- scrubbers
- vacuum cleaners
- garbage receptacles
- manual equipment:
  - brushes
  - buckets
  - dusters
  - mops
  - pans
  - toilet brushes
- range of cloths:
  - dry
  - dusting
  - lint-free
  - polishing
  - wet
- trolley for transporting cleaning supplies
- cleaning agents and chemicals for hard and soft surfaces:
  - acid-based products
  - agents for specialised surfaces:
    - glass
    - wood
  - cream cleansers
  - deodorisers
  - disinfectants
  - laundry detergent
  - multi-surface cleaners
  - sanitisers
  - spot cleaning agents
  - pesticides
- personal protective clothing and equipment:
  - aprons
  - gloves
  - headwear
  - jackets
  - overalls
  - waterproof clothing and footwear
- guest rooms to be cleaned, that include a range of different hard and soft surfaces
- organisational specifications:
  - equipment/supply checklists for cleaning trollies

- equipment manufacturer instructions
- maintenance reporting procedures
- product manufacturer instructions
- procedures for cleaning premises and equipment
- procedures for reporting suspicious items or occurrences
- room servicing schedules.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# SITHACS004 Launder linen and guests clothes

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to launder linen and guest clothes. It requires the ability to operate laundry equipment safely, complete the laundering process for a variety of items and use resources efficiently to reduce negative environmental impacts.

The unit applies to laundry attendants in organisations with an on-premises laundry. It may also apply to personal assistants, butlers and valet attendants whose job role involves personal laundry services. They work under supervision.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## Pre-requisite Unit

Nil

## Competency Field

Accommodation Services

## Unit Sector

Hospitality

## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential outcomes.

1. Prepare laundry items.

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. *Sort and process* laundry items.
- 1.2. Check nature and amount of soilage of laundry items.
- 1.3. Select laundry method suited to fibre and fabric, dye fastness

and soilage, and according to textile labelling instructions.

- |                                     |  |
|-------------------------------------|--|
| 2. Process laundry items.           | <p>2.1. Use cleaning agents to treat stains according to correct process, manufacturer instructions, safety procedures, and specific laundry equipment.</p> <p>2.2. Operate laundry equipment according to manufacturer instructions.</p> <p>2.3. Reduce negative environmental impacts through efficient use of energy, water and other resources.</p> <p>2.4. Safely dispose of waste and hazardous substances to minimise negative environmental impacts.</p> |
| 3. Finish laundry items.            | <p>3.1. Complete mending and minor repairs as required.</p> <p>3.2. Complete quality check, and record and report damage arising from laundering process according to organisational procedures.</p> <p>3.3. Complete ironing or pressing and finishing processes.</p>   |
| 4. Package and store laundry items. | <p>4.1. <b>Package and present</b> guest laundry and linen according to organisational standards and procedures.</p> <p>4.2. Complete records and billing information.</p> <p>4.3. Return finished items to guest within required timeframes.</p> <p>4.4. Store processed guest laundry where required according to guest requests or where return to guest is not possible.</p>   |

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| <b>SKILLS</b>              | <b>DESCRIPTION</b>  |
|----------------------------|---|
| Reading skills to:         | <ul style="list-style-type: none"> <li>• comprehend information about the use of laundry chemicals</li> <li>• interpret textile labels and washing instructions.</li> </ul> |
| Writing skills to:         | <ul style="list-style-type: none"> <li>• complete simple laundry documentation.</li> </ul>  |
| Numeracy skills to:        | <ul style="list-style-type: none"> <li>• calculate dilution strengths of laundry chemicals</li> <li>• calculate charges for laundry services.</li> </ul>                    |
| Learning skills to:        | <ul style="list-style-type: none"> <li>• locate key information to inform stain removal methods.</li> </ul>   |
| Problem-solving skills to: | <ul style="list-style-type: none"> <li>• treat difficult stains while maintaining the integrity of dye fastness in fabric.</li> </ul>                                       |
| Planning and organising    | <ul style="list-style-type: none"> <li>• coordinate laundry work flow to meet guest requirements, required linen stock levels and laundry timelines.</li> </ul>             |

skills to:

Technology skills to:

- use laundering equipment, heat sealing equipment, roll plastic and steam presses.

## Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment

*Sorting and processing* must include consideration of:

- guest requests
- required cleaning process
- required linen stock levels
- urgency.

*Packaging and presenting* must include at least two of the following:

- folding
- hanging
- wrapping
- heat sealing
- labelling
- providing quality reports.

## Unit Mapping Information

SITHACS203 Launder linen and guest clothes

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITHACS004 Launder linen and guests clothes

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- launder and finish six different textiles and soilage types
- assess fibre and fabric, dye fastness and amount of soilage on each of the above textiles; and treat stains using the correct process
- use laundry equipment and cleaning agents safely during the above laundering, using cycles and programs suited to above work.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- safe handling requirements for laundry chemicals:
  - safe handling of hazardous substances
  - safe manual-handling techniques
  - use of safety data sheets (SDS)
- environmental requirements and procedures to minimise negative environmental impacts in the laundering process:
  - efficient use of energy and water
  - disposal of waste and hazardous substances
- hygiene and infection control procedures in the laundry:
  - separation of clean and dirty items
  - procedures when in contact with different types of soilage
- major natural and synthetic fabric types and their laundering and drying requirements
- meaning of laundering and dry cleaning symbols on clothing labels
- linen control procedures:
  - clean for dirty
  - set amount
  - topping up
  - uniform issue
  - condemned linen



- procedures for identifying and reporting damage arising from laundering process and problems encountered in removing stains
- procedures for charging, packaging, presenting and distributing clean laundry items.

## Assessment Conditions

Skills must be demonstrated in an operational commercial accommodation laundry. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- laundering equipment:
  - dryers
  - hangers
  - heat sealing equipment and roll plastic
  - irons
  - sorting baskets and shelves
  - steam presses
  - washers
- cleaning agents and chemicals:
  - deodorisers
  - disinfectants
  - laundry detergent
  - sanitisers
  - spot cleaning agents
- personal protective clothing and equipment:
  - aprons
  - gloves
  - headwear
  - waterproof clothing and footwear
- linen and clothing with different types and amounts of soilage
- organisational specifications for laundry operations:
  - equipment manufacturer instructions
  - product manufacturer instructions
  - safety and environmental procedures.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# SITHACS005 Provide porter services

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to provide porter services in commercial accommodation establishments. It requires the ability to check and plan for daily arrivals, assist guests with luggage, and provide ancillary services for guests.

The unit applies to frontline service personnel in commercial accommodation venues. Porter services are usually associated with dedicated bell desk or concierge roles in larger venues. In smaller venues, reception or other staff provide these services. People working under supervision undertake this function, though the unit may also be relevant to owner-operators of small businesses.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## Pre-requisite Unit

Nil

## Competency Field

Accommodation Services

## Unit Sector

Hospitality

## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential outcomes.

1. Handle guest

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1.1.Review and plan for expected daily arrivals, special requests or

- |  |  |
|--|--|
| arrivals and departures.                       | major guest movements.<br>1.2. Welcome guests and direct to registration area.<br>1.3. Escort guests to rooms, and explain and promote <b>organisation and room features</b> .   |
| 2. Handle guest luggage.                       | 2.1. Assist guests with luggage and luggage storage according to organisational procedures and security requirements.<br>2.2. Safely transport and deliver guest luggage to correct locations within appropriate timeframes using safe manual handling techniques and moving equipment as required.<br>2.3. Track lost luggage within the venue and take steps to locate and deliver to guest or correct location. |
| 3. Respond to requests for ancillary services. | 3.1. Provide ancillary services according to organisational procedures.<br>3.2. Liaise with colleagues in other departments where appropriate to ensure effective response to service requests.  |

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| <b>SKILLS</b>                      | <b>DESCRIPTION</b>  |
|------------------------------------|---|
| Reading skills to:                 | <ul style="list-style-type: none"> <li>• interpret:               <ul style="list-style-type: none"> <li>• luggage identification labels</li> <li>• storage and security procedures</li> <li>• reservation data and rooming lists.</li> </ul> </li> </ul> |
| Oral communication skills to:      | <ul style="list-style-type: none"> <li>• explain organisation and room features to guests</li> <li>• interact with guests from socially and culturally diverse environments.</li> </ul>   |
| Numeracy skills to:                | <ul style="list-style-type: none"> <li>• count multiple luggage items and reconcile against operational documentation.</li> </ul>   |
| Planning and organising skills to: | <ul style="list-style-type: none"> <li>• move and store luggage in a logical and efficient way.</li> </ul>  |

## Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the

candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

- Organisation and room features* must include:
- facilities:
    - dining
    - floor facilities
    - laundry
    - sporting
    - valet
  - operating procedures:
    - room equipment.

## Unit Mapping Information

SITHACS204 Provide porter services

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITHACS005 Provide porter services

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- safely move and store each of the following for six different guests or groups of guests:
  - individual luggage
  - group luggage
- safely move guest luggage in each of the following operational situations:
  - take luggage to registration area on guest arrival
  - take guest luggage to room on registration
  - collect guest luggage from room on departure
- interpret requirements for above services from systems or documentation and plan accordingly
- provide above services within typical workplace time constraints
- interact positively with at least six guests during above services, providing clear and accurate information on:
  - luggage services
  - ancillary services.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- procedures and systems for moving and storing luggage in commercial accommodation establishments:
  - luggage marking system
  - placement in-rooms and in storage facilities
  - group luggage
  - on guest arrival and guest departure
  - order in which luggage should be moved
  - routes for moving luggage through public areas
  - security considerations
  - amount of luggage to be placed on trolleys or taken into lifts
  - restrictions on areas into which luggage can be taken

- safe manual handling techniques when moving luggage:
  - carrying
  - lifting
  - moving
  - pulling
  - pushing
- hygiene responsibilities of porting staff and porting practices that minimise hygiene risks
- relationships between porting services and other areas of work in commercial accommodation establishments and their impact on porting activities
- range of information typically provided by those completing the porting function regarding:
  - venue facilities
  - room facilities
  - ancillary services:
    - mail
    - messages
    - organising transport
    - paging guests
    - preparing guest information directories
    - wake-up calls.

## Assessment Conditions

Skills must be demonstrated in an operational commercial accommodation environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- luggage and luggage moving equipment
- industry-realistic systems or documentation for managing the movement and storage of luggage in an accommodation venue
- guests with whom the individual can interact; these can be:
  - guests in an industry workplace who are assisted by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>



## SITHACS006 Provide valet service

### Modification History

Not applicable.

### Application

This unit describes the performance outcomes, skills and knowledge required to provide specialist valet or butler services. It requires the use of well-developed interpersonal communication skills plus the ability to care for client property and arrange personalised services.

The unit applies to individuals who provide personalised client services, usually in commercial accommodation establishments. They work independently with limited guidance from others.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### Pre-requisite Unit

Nil

### Competency Field

Accommodation Services

### Unit Sector

Hospitality

### Elements and Performance Criteria

#### ELEMENTS

Elements describe the essential outcomes.

1. Display professional valet standards.

#### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Build rapport with clients through effective interpersonal communication.
- 1.2. Identify individual client needs and preferences and provide

- personalised service in line with professional valet standards.
- 1.3. Anticipate potential client needs where possible and pro-actively identify and resolve problems.
  - 1.4. Agree on scope of required services with client.
  - 1.5. Follow grooming and communication protocols, according to organisational standards.
  - 1.6. Maintain confidentiality about client property and activities.
2. Care for client property.
    - 2.1. Unpack, store and pack luggage according to instructions.
    - 2.2. Prepare and present clothes appropriately, ready for use.
    - 2.3. Clean shoes using suitable cleaning agents.
    - 2.4. Make or organise repairs to personal items as required.
    - 2.5. Organise other property as agreed with client.
  3. Arrange services for clients.
    - 3.1. Proactively offer information and advice about special services and benefits to ensure maximum take-up and profitability of stay.
    - 3.2. Offer and provide assistance in organising services to meet individual needs and requests.
    - 3.3. Confirm details of services with clients.
    - 3.4. Monitor and adjust services to ensure client needs are met.
    - 3.5. Maintain accurate records of services according to organisational procedures.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| <b>SKILLS</b>                        | <b>DESCRIPTION</b>  |
|--------------------------------------|---|
| Reading skills to:                   | <ul style="list-style-type: none"> <li>• interpret product and service information.</li> </ul>  |
| Numeracy skills to:                  | <ul style="list-style-type: none"> <li>• calculate service costs.</li> </ul>  |
| Learning skills to:                  | <ul style="list-style-type: none"> <li>• access relevant resources to locate and plan goods and services that meet client needs.</li> </ul>               |
| Initiative and enterprise skills to: | <ul style="list-style-type: none"> <li>• ensure continuity of service</li> <li>• respond flexibly to unplanned or changed client requirements.</li> </ul> |
| Planning and organising skills to:   | <ul style="list-style-type: none"> <li>• maintain and care for client property</li> <li>• ensure necessary tasks are organised thoroughly.</li> </ul>     |
| Technology skills to:                | <ul style="list-style-type: none"> <li>• source a range of information online within required timeframes.</li> </ul>                                      |

## **Unit Mapping Information**

SITHACS301 Provide valet service

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITHACS006 Provide valet service

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- respond to requests from at least six different clients for each of the following:
  - organisation of bookings or arrangements for services
  - provision of recommendations for accessing services listed in the knowledge evidence
  - parking or retrieval of a vehicle
  - care and maintenance of client property
- demonstrate the following professional valet services and standards:
  - effective communication to determine guest needs
  - organisational personal hygiene, presentation and grooming requirements.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- communication techniques for building rapport and establishing client needs and preferences
- current expectations of valet or butler service in the Australian hospitality industry:
  - scope of valet or butler services
  - organisations that offer valet or butler services
- services provided by valets or butlers:
  - restaurant or theatre bookings
  - room service
  - special function arrangements
  - travel or tour arrangements
  - provision of recommendations for accessing services:
    - hairdressing
    - medical
    - legal
    - shopping
  - parking or retrieval of a vehicle
  - care and maintenance of client property:

- living environment
- luggage
- clothing
- etiquette, protocols and standards for professional valets:
  - confidentiality and privacy
  - grooming and personal hygiene
  - dealing with VIP guests
- packing and unpacking techniques for clothing and other personal items
- sewing techniques for minor clothing repairs
- shoe cleaning methods and cleaning agents for different shoe materials.

## Assessment Conditions

Skills must be demonstrated in an operational commercial accommodation environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- laundering equipment:
  - hangers
  - irons
  - ironing boards
- cleaning agents and chemicals:
  - deodorisers
  - disinfectants
  - shoe cleaning supplies
  - spot cleaning agents
- clothing and other personal items:
  - coats
  - jackets
  - shirts
  - skirts
  - shoes
  - trousers
- personal protective clothing:
  - aprons
  - gloves
- sewing equipment:
  - needle

- threads of varying colours
- shoes requiring cleaning
- clothing requiring cleaning or minor repairs
- guests with whom the individual can interact; these can be:
  - guests in an industry workplace who are assisted by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## SITHACS007 Conduct night audit

### Modification History

Not applicable.

### Application

This unit describes the performance outcomes, skills and knowledge required to check and reconcile daily financial transactions and records, and produce reports relating to commercial accommodation establishment trading and revenue.

The unit applies to all types of commercial accommodation, and to reception personnel or night auditors who check financial transactions during periods of minimal customer activity at the front desk. They work within established procedures and systems under some supervision, but the problem-solving nature of this activity means they apply some discretion and judgment.

In many establishments, the night audit function is now automated and runs throughout the day.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### Pre-requisite Unit

Nil

### Competency Field

Accommodation Services

### Unit Sector

Hospitality

### Elements and Performance Criteria

#### ELEMENTS

Elements describe the

#### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to

- essential outcomes. demonstrate achievement of the element.
1. Review financial transactions.
    - 1.1. Check that transactions comply with organisational procedures.
    - 1.2. Check that balances prepared by others are accurate and comply with organisational procedures.
    - 1.3. Identify financial and system discrepancies and resolve according to level of responsibility.
    - 1.4. Implement financial systems and financial control systems according to organisational procedures.
    - 1.5. Monitor systems and provide feedback to appropriate management.
  2. Complete routine records and reports.
    - 2.1. Complete routine records and reports accurately within designated timelines.
    - 2.2. Process end or close of day trading and reports.
    - 2.3. Forward reports to appropriate colleagues or department.
    - 2.4. Reduce waste by minimising use of printed materials.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| <b>SKILLS</b>                      | <b>DESCRIPTION</b>   |
|------------------------------------|--|
| Reading skills to:                 | <ul style="list-style-type: none"> <li>• interpret detailed information about service charges.</li> </ul>  |
| Numeracy skills to:                | <ul style="list-style-type: none"> <li>• work with large amounts of numerical data</li> <li>• reconcile individual and whole operating period transactions.</li> </ul> |
| Problem-solving skills to:         | <ul style="list-style-type: none"> <li>• work through potentially complex financial transactions to identify and rectify variances and discrepancies.</li> </ul>       |
| Technology skills to:              | <ul style="list-style-type: none"> <li>• work with accounting or front office software.</li> </ul>   |
| Planning and organising skills to: | <ul style="list-style-type: none"> <li>• prioritise reporting duties to allow for timely provision to appropriate colleagues or department.</li> </ul>                 |

## Unit Mapping Information

SITHACS302 Conduct night audit



## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITHACS007 Conduct night audit

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- use standard accounting procedures to complete an audit of the following activities from at least six different operating periods:
  - commercial account activity
  - commission earnings
  - department break-ups
  - foreign currency activities
  - occupancy
  - sales performance
  - sales returns
  - supplier activity
- check and balance transactions relating to the above activities, including identifying and rectifying discrepancies.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- role of night audit in overall financial management systems
- standard accounting procedures and financial control processes and procedures that apply to front office operations:
  - reporting protocols
  - reporting cycles
- features of common cashiering facilities and financial software used in commercial accommodation establishments
- features of common property management software used in commercial accommodation establishments
- main types of financial transactions that occur in a commercial accommodation establishment:
  - arrivals and departures
  - food and beverage
  - foreign currency activities

- interdepartmental vouchers
- internal and external change backs
- laundry and other services
- mini-bar
- main types of financial systems that occur in a commercial accommodation establishment:
  - banking procedures
  - debtor control
  - floats
  - petty cash
- common types of financial discrepancies that occur in a commercial accommodation establishment:
  - computer errors
  - errors in guest folios
  - errors in source documentation.

## Assessment Conditions

Skills must be demonstrated in an operational commercial accommodation environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- fixtures and electronic equipment:
  - cashiering facilities, credit card and electronic funds transfer at point of sale (EFTPOS) facilities
  - computers, printers and scanners
  - industry-current front office reservations, accounting and reporting system
  - photocopier
  - back-up and storage systems for computer data
  - telephone lines and equipment
- computer software and applications:
  - industry-current computerised front office or accounting system
  - email
  - internet
  - word processing
  - spreadsheets
  - databases
  - specialist software for computerised reservations
  - accounting and bookkeeping

- transaction data from different operating periods.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## SITHACS008 Provide accommodation reception services

### Modification History

Not applicable.

### Application

This unit describes the performance outcomes, skills and knowledge required to check guests in and out of commercial accommodation establishments. It requires the ability to check daily arrivals, allocate rooms and complete relevant documentation.

The unit applies to all types of commercial accommodation, and to individuals who staff the reception area. They use established procedures and systems under some supervision, but the customer service nature of the role means they apply some discretion and judgment in their interaction with guests.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### Pre-requisite Unit

Nil

### Competency Field

Accommodation Services

### Unit Sector

Hospitality

### Elements and Performance Criteria

#### ELEMENTS

Elements describe the essential outcomes.

#### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Prepare for guest arrival.
  - 1.1. Prepare and check reception area and equipment.
  - 1.2. Check and review daily arrival details.
  - 1.3. Allocate rooms according to guest requirements and organisational policy.
  - 1.4. Follow-up and confirm uncertain arrivals or reservations.
  - 1.5. Compile and distribute accurate arrivals information to relevant colleagues, including special situations or requests.
2. Welcome and register guests.
  - 2.1. Welcome guests courteously, confirm *reservation details* and seek opportunities to upsell when appropriate.
  - 2.2. Complete registration procedures according to organisational security requirements.
  - 2.3. Follow *accounting procedures*.
  - 2.4. Provide arrival information as required to guests.
  - 2.5. Follow organisational procedures where rooms are not immediately available or overbooking has occurred, in order to minimise guest inconvenience.
  - 2.6. Monitor activity against expected arrivals and report deviations.
3. Organise guest departure.
  - 3.1. Review and check accuracy of departure lists.
  - 3.2. Seek information on departing guests from other departments in a timely manner to facilitate preparation of account.
  - 3.3. Generate guest accounts and check for accuracy.
  - 3.4. Explain account clearly and courteously and process payments.
  - 3.5. Recover and process keys or electronic cards.
  - 3.6. Action or refer guest requests for departure assistance.
  - 3.7. Process express checkouts according to organisational procedures as required.
  - 3.8. Follow procedures for group checkout.
4. Prepare front office records and reports.
  - 4.1. Prepare and update *front office records* within designated timelines.
  - 4.2. Follow organisational policy in regard to room changes, no-shows, extensions and early departures.
  - 4.3. Distribute reports and records to the appropriate departments within designated timelines.
  - 4.4. Reduce waste by minimising use of printed materials.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

**SKILLS****DESCRIPTION**

|                               |  |
|-------------------------------|--|
| Writing skills to             | <ul style="list-style-type: none"> <li>record guest and accounting information in front office systems.</li> </ul>                     |
| Oral communication skills to: | <ul style="list-style-type: none"> <li>interact positively with guests.</li> </ul>   |
| Numeracy skills to:           | <ul style="list-style-type: none"> <li>respond to queries regarding guest accounts and service charges.</li> </ul>                     |
| Technology skills to:         | <ul style="list-style-type: none"> <li>enter and retrieve information using computerised front office systems and software.</li> </ul> |

**Range of Conditions**

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

**Reservation details** must include:

- arrival and departure times
- length of stay
- payment details
- personal details
- rates and discounts
- special requests
- type of accommodation and bed configuration.

**Accounting procedures** must include procedures for:

- credit card payments
- deposits
- group rates
- issuing receipts
- pre-payments
- vouchers and discount rates
- credit card payments.

**Front office records** must include:

- arrival and departure lists
- lost and found information
- occupancy reports.

## Unit Mapping Information

SITHACS303 Provide accommodation reception services

### Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>



# Assessment Requirements for SITHACS008 Provide accommodation reception services

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role and:

- check-in and check-out at least six different guests, providing each of the following services:
  - registration:
    - confirmation of personal and reservation details
    - allocation of room and key or electronic card
  - arrival information required by guest:
    - messages
    - products and services
    - safety deposit facility arrangements
    - security arrangements
  - accounting procedures:
    - invoicing guest charges
  - departure assistance:
    - luggage assistance
    - making forward bookings
    - organising transport
- complete accurate front office reports and records for each of the above reception services.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- reservations terminology
- relationships between front desk and other operational areas:
  - housekeeping
  - food and beverage service
  - maintenance
- organisational protocols and procedures for handling or generating the following front office reports:

- accounting reports
- arrival and departure data
- occupancy rates
- guest feedback summaries
- different sources of accommodation reservations:
  - direct
  - travel agents
  - booking centres
  - inbound tour operators
  - online
- systems and procedures:
  - check-in and check-out
  - guest accounts
  - product codes
- security:
  - issuing of keys or electronic cards
  - safety deposit arrangements.

## Assessment Conditions

Skills must be demonstrated in an operational commercial accommodation environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- fixtures and electronic equipment:
  - cashiering facilities, credit card and electronic funds transfer at point of sale (EFTPOS) facilities
  - computers, printers and scanners
  - filing or storage cabinets
  - photocopier
  - reception desk or sales counter
  - telephone lines and equipment
- organisational specifications:
  - arrival and departure lists
  - reservations, accounting and reporting data
- industry-current front office reservations, accounting and reporting system
- guests requiring accommodation reception services with whom the individual can interact; these can be:

- guests in an industry workplace who are assisted by the individual during the assessment process; or
- individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -  
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# SITHASC001 Prepare dishes using basic methods of Asian cookery

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to use a range of basic Asian cookery methods to prepare dishes.

The unit applies to hospitality and catering organisations that offer any type of Asian cuisine and to cooks who usually work under the guidance of more senior chefs. The unit may be applied to one or more Asian cuisines.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## Pre-requisite Unit

SITXFSA001 Use hygienic practices for food safety

## Competency Field

Asian Cookery

## Unit Sector

Hospitality

## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential outcomes

1. Select ingredients.

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1.1. Confirm food production requirements from food preparation list and standard recipes.

1.2. Calculate ingredient amounts according to requirements.

1.3. Identify and select ingredients from stores according to recipe,

- quality, freshness and stock rotation requirements.
- 1.4. Check perishable supplies for spoilage or contamination prior to preparation.
  2. Select, prepare and use equipment.
    - 2.1. Select type and size of equipment suitable to requirements.
    - 2.2. Safely assemble and ensure cleanliness of equipment before use.
    - 2.3. Use equipment safely and hygienically according to manufacturer instructions.
  3. Portion and prepare ingredients.
    - 3.1. Sort and assemble ingredients according to food production sequencing.
    - 3.2. Weigh and measure ingredients according to recipe requirements.
    - 3.3. Prepare, cut and portion ingredients according to recipe and cooking style.
    - 3.4. Minimise waste to maximise profitability of food items prepared.
  4. Cook dishes.
    - 4.1. Select and use cookery methods for Asian dishes following standard recipes.
    - 4.2. Complete cooking process in a logical, planned and safe manner.
    - 4.3. Identify problems with the cooking process and take corrective action.
    - 4.4. Work cooperatively with colleagues to ensure timely preparation of dishes.
  5. Present and store dishes.
    - 5.1. Present dishes on appropriate service-ware.
    - 5.2. Add garnishes and accompaniments according to standard recipes.
    - 5.3. Store dishes in appropriate *environmental conditions*.
    - 5.4. Clean work area and dispose of or store surplus and re-usable by-products according to organisational procedures, environmental considerations and cost-reduction initiatives.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

### SKILLS

### DESCRIPTION

Reading skills to:

- locate information in food preparation lists and standard recipes to determine food preparation requirements
- interpret manufacturer instructions for equipment
- locate and read date codes and rotation labels on food products.

Writing skills to:

- record notes on recipe requirements.

- Numeracy skills to:
- calculate the number of portions
  - determine cooking times and temperatures
  - measure familiar quantities of ingredients using simple measuring instruments.
- Teamwork skills to:
- discuss process improvements and food production requirements.
- Planning and organising skills to:
- efficiently sequence the stages of food preparation and production.
- Self-management skills to:
- manage own speed, timing and productivity.

## Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

- Environmental conditions* must ensure appropriate:
- atmosphere
  - humidity
  - light
  - packaging
  - temperature
  - use of containers
  - ventilation.

## Unit Mapping Information

SITHASC201 Produce dishes using basic methods of Asian cookery

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITHASC001 Prepare dishes using basic methods of Asian cookery

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- follow standard recipes to prepare dishes that demonstrate use of each of the following ingredients:
  - dairy products
  - dry goods
  - eggs
  - fruit
  - general food items
  - meat that is culturally appropriate
  - poultry
  - rice and farinaceous items
  - seafood
  - vegetables
- use at least eight of the following cookery methods and complete mise en place activities when preparing above dishes:
  - baking
  - barbecuing
  - boiling
  - braising
  - deep-frying
  - grilling
  - oil and water blanching
  - roasting
  - shallow frying
  - steaming
  - stewing
  - stir-frying
- prepare above dishes for at least six different customers:
  - within commercial time constraints
  - reflecting required quantities to be produced

- following procedures for portion control and food safety practices when handling and storing different Asian food types
- responding to special customer requests and dietary requirements.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- major food types and their characteristics:
  - dairy products
  - dry goods
  - eggs
  - fruit
  - general food items:
    - batters
    - coatings
    - condiments and flavourings
    - garnishes
    - oils
    - sauces
  - meat that is culturally appropriate
  - poultry
  - rice and farinaceous items
  - seafood
  - vegetables
- how the major food types are used in different Asian dishes and the effects of different cookery methods on them
- essential culinary terms in, and key principles and practices of, the cookery methods described in the performance evidence
- contents of stock date codes and rotation labels
- safe operational practices using essential functions and features of equipment used in the above cookery methods.

## Assessment Conditions

Skills must be demonstrated in an operational commercial kitchen. This can be:

- an industry workplace
- a simulated industry environment, such as a training kitchen servicing customers.

Assessment must ensure access to:

- fixtures and large equipment:



- barbecues
- burners, grillers, ovens or salamanders as appropriate for the particular type of cuisine
- charcoal grills
- commercial grade work benches (1.5m/person)
- commercial oven trays (one per two persons)
- commercial refrigeration facilities:
  - freezer
  - fridge
- deep-fryer
- designated storage areas for dry goods and perishables
- double sink
- gas electric or induction stove tops (two burners per person)
- microwave
- open spit smoke drums
- storage facilities
- small equipment:
  - cast iron pan (tava)
  - containers for hot and cold food
  - cutting boards
  - food handler gloves
  - food processors
  - graters and peelers
  - electric rice cookers and steamers
  - knives and cleavers
  - measures:
    - metric calibrated measuring jugs
    - measuring spoons
    - portion controlled scoops
  - mincers
  - oven mitts
  - pans and pots:
    - stainless steel, cast iron and non-stick fry pans
    - stock pots
    - woks
  - roasting drums
  - scales
  - sets of stainless steel bowls
  - service-ware:
    - platters, dishes, and bowls
    - cutlery and serving utensils

- chopsticks
- sharpening steels and stones
- skewers
- small utensils:
  - scoops, skimmers and spiders
  - strainers
  - scrapers
  - tongs
  - whisks:
    - fine stainless steel wire
    - coarse stainless steel wire
- spoons:
  - large plain and slotted metal spoons
  - ladles in a variety of sizes
  - serving spoons
  - wooden spoons
- steamers
- stone grinders
- sushi mats
- temperature probes
- thermometers
- turbo and gas woks
- diverse and comprehensive range of perishable food supplies for Asian cookery
- cleaning materials and equipment:
  - cleaning cloths
  - commercial cleaning and sanitising agents and chemicals for cleaning commercial kitchens, equipment and food storage areas
  - dustpans and brooms
  - garbage bins and bags
  - hand towel dispenser and hand towels
  - mops and buckets
  - separate hand basin and antiseptic liquid soap dispenser for hand washing
  - sponges, brushes and scourers
  - tea towels
- organisational specifications:
  - equipment manufacturer instructions
  - current commercial stock control procedures and documentation for ordering, monitoring and maintaining stock
  - mise en place lists, menus, standard recipes and recipes for special dietary requirements

- ordering and docketing paperwork
- food safety plan
- guidelines relating to food disposal, storage and presentation requirements
- safety data sheets (SDS) for cleaning agents and chemicals
- industry-realistic ratios of kitchen staff to customers; these can be:
  - staff and customers in an industry workplace during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# SITHASC002 Prepare Asian appetisers and snacks

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to prepare and cook Asian appetisers and snacks following standard recipes. It requires the ability to select and prepare ingredients, and to use relevant equipment and cookery methods.

The unit applies to hospitality and catering organisations that offer Asian cuisine and to cooks who usually work under the guidance of more senior chefs. The unit may be applied to one or more Asian cuisines.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## Pre-requisite Unit

SITXFSA001 Use hygienic practices for food safety

## Competency Field

Asian Cookery

## Unit Sector

Hospitality

## Elements and Performance Criteria

### ELEMENTS

### PERFORMANCE CRITERIA

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- |                        |  |
|------------------------|--|
| 1. Select ingredients. | 1.1. Confirm food production requirements from food preparation list and standard recipes. |
|                        | 1.2. Calculate ingredient amounts according to requirements.                               |
|                        | 1.3. Identify and select appetiser and snack ingredients from stores                       |

- according to recipe, quality, freshness and stock rotation requirements.
- 1.4. Check perishable supplies for spoilage or contamination prior to preparation.
  2. Select, prepare and use equipment.
    - 2.1. Select type and size of equipment suitable to requirements.
    - 2.2. Safely assemble and ensure cleanliness of equipment before use.
    - 2.3. Use equipment safely and hygienically according to manufacturer instructions.
  3. Portion and prepare ingredients.
    - 3.1. Sort and assemble ingredients according to food production sequencing.
    - 3.2. Weigh and measure ingredients according to recipe requirements.
    - 3.3. Prepare, cut and portion ingredients according to recipe and cooking style.
    - 3.4. Minimise waste to maximise profitability of food items prepared.
  4. Prepare appetisers and snacks.
    - 4.1. Select and use relevant cookery methods.
    - 4.2. Prepare stocks according to recipe.
    - 4.3. Prepare condiments according to recipe.
    - 4.4. Follow standard recipes and make *food quality adjustments* within scope of responsibility.
  5. Present and store appetisers and snacks.
    - 5.1. Present dishes on appropriate service-ware.
    - 5.2. Add dips, sauces and garnishes according to standard recipes and regional variations.
    - 5.3. Visually evaluate dish and *adjust presentation*.
    - 5.4. Store dishes in appropriate *environmental conditions*.
    - 5.5. Clean work area and dispose of or store surplus and re-usable by-products according to organisational procedures, environmental considerations and cost-reduction initiatives.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

### SKILLS

### DESCRIPTION

Reading skills to:

- locate information in food preparation lists and standard recipes to determine food preparation requirements
- interpret manufacturer instructions for equipment
- locate and read date codes and rotation labels on food products.

- Writing skills to:
- record notes on recipe requirements.
- Numeracy skills to:
- calculate the number of portions
  - determine cooking times and temperatures
  - measure familiar quantities of ingredients using simple measuring instruments.
- Problem-solving skills to:
- evaluate quality of ingredients and finished dishes and make adjustments to ensure a quality product
  - adjust taste, texture and appearance of food products according to identified deficiencies.
- Planning and organising skills to:
- efficiently sequence the stages of food preparation and production.
- Self-management skills to:
- manage own speed, timing and productivity.

## Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

***Food quality adjustments*** must involve consideration of factors relating to:

- taste
- temperature
- texture.

***Adjusting presentation*** must involve consideration of:

- accompaniments and garnishes to maximise visual appeal:
  - balance
  - colour
  - contrast
- plating food for practicality of:
  - customer consumption
  - service
- wiping drips and spills.

***Environmental conditions*** must ensure appropriate:

- atmosphere
- humidity
- light
- packaging
- temperature

- use of containers
- ventilation.

## Unit Mapping Information

SITHASC202 Produce Asian appetisers and snacks

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITHASC002 Prepare Asian appetisers and snacks

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- follow standard recipes to prepare at least six different appetisers and snacks from at least one of the following Asian cuisines:
  - Chinese
  - Indian
  - Indonesian
  - Japanese
  - Malay and Nonya
  - Thai
  - Vietnamese
- complete mise en place activities and use at least eight of the cookery methods listed in the knowledge evidence when preparing above dishes
- prepare above dishes for at least six different customers:
  - within commercial time constraints
  - reflecting required quantities to be produced
  - following procedures for portion control and food safety practices when handling and storing Asian appetisers and snacks
  - responding to special customer requests and dietary requirements.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- culinary terms and trade names for ingredients commonly used in producing different Asian appetisers and snacks
- required changes to dips, sauces and garnishes to reflect cultural and regional considerations and variations
- contents of stock date codes and rotation labels
- characteristics of Asian appetisers and snacks:
  - appearance and presentation
  - freshness and other quality indicators



- nutritional value
- service style
- taste
- texture
- cookery methods for Asian appetisers and snacks:
  - baking
  - barbecuing
  - boiling
  - braising
  - deep-frying
  - grilling
  - oil and water blanching
  - roasting
  - shallow frying
  - steaming
  - stewing
  - stir-frying
- historical and cultural origin of different Asian appetisers and snacks
- appropriate environmental conditions for storing appetisers and snacks to:
  - ensure food safety
  - optimise shelf life
- safe operational practices using essential functions and features of equipment used to produce Asian appetisers and snacks.

## Assessment Conditions

Skills must be demonstrated in an operational commercial kitchen. This can be:

- an industry workplace
- a simulated industry environment, such as a training kitchen servicing customers.

Assessment must ensure access to:

- fixtures and large equipment:
  - commercial:
    - blenders and food mills
    - food processors
    - planetary mixers
  - commercial grade work benches (1.5m/person)
  - commercial refrigeration facilities:
    - freezer
    - fridge

- burners, grillers, ovens or salamanders as appropriate for the particular type of cuisine
- designated storage areas for dry goods and perishables
- double sink
- gas electric or induction stove tops (two burners per person)
- microwave
- storage facilities
- small equipment:
  - containers for hot and cold food
  - cutting boards
  - food handler gloves
  - graters and peelers
  - knives and cleavers:
    - Asian carving knife set
  - measures:
    - metric calibrated measuring jugs
    - measuring spoons
    - portion controlled scoops
  - mincers
  - oven mitts
  - pans and pots:
    - stainless steel, cast iron and non-stick fry pans
    - steamers
    - stock pots
    - woks
  - scales
  - service-ware:
    - platters, dishes and bowls
    - cutlery and serving utensils
    - chopsticks
    - ladles for specific Asian cuisines
  - sets of stainless steel bowls
  - sharpening steels and stones
  - skewers
  - small utensils:
    - scoops, skimmers and spiders
    - strainers
    - scrapers
    - tongs
    - whisks:
      - fine stainless steel wire

- coarse stainless steel wire
- spoons:
  - large plain and slotted metal spoons
  - ladles in a variety of sizes
  - serving spoons
  - wooden spoons
- stone grinders
- temperature probes
- thermometers
- diverse and comprehensive range of perishable food supplies for Asian cookery
- cleaning materials and equipment:
  - cleaning cloths
  - commercial cleaning and sanitising agents and chemicals for cleaning commercial kitchens, equipment and food storage areas
  - dustpans and brooms
  - garbage bins and bags
  - hand towel dispenser and hand towels
  - mops and buckets
  - separate hand basin and antiseptic liquid soap dispenser for hand washing
  - sponges, brushes and scourers
  - tea towels
- organisational specifications:
  - equipment manufacturer instructions
  - current commercial stock control procedures and documentation for ordering, monitoring and maintaining stock
  - mise en place lists, menus, standard recipes and recipes for special dietary requirements
  - ordering and docketing paperwork
  - food safety plan
  - guidelines relating to food disposal, storage and presentation requirements
  - safety data sheets (SDS) for cleaning agents and chemicals
- industry-realistic ratios of kitchen staff to customers; these can be:
  - staff and customers in an industry workplace during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# SITHASC003 Prepare Asian stocks and soups

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to prepare stocks and soups for Asian cuisines.

The unit applies to hospitality and catering organisations that offer Asian cuisine and to cooks who usually work under the guidance of more senior chefs. The unit may be applied to one or more Asian cuisines.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## Pre-requisite Unit

SITXFSA001 Use hygienic practices for food safety

## Competency Field

Asian Cookery

## Unit Sector

Hospitality

## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential outcomes.

1. Select ingredients.

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1.1. Confirm food production requirements from food preparation list and standard recipes.

1.2. Calculate ingredient amounts according to requirements.

1.3. Identify and select ingredients for stocks and soups from stores according to recipe, quality, freshness and stock rotation

- requirements.
- 1.4. Check perishable supplies for spoilage or contamination prior to preparation.
  2. Select, prepare and use equipment.
    - 2.1. Select type and size of equipment suitable to requirements.
    - 2.2. Safely assemble and ensure cleanliness of equipment before use.
    - 2.3. Use equipment safely and hygienically according to manufacturer instructions.
  3. Portion and prepare ingredients.
    - 3.1. Sort and assemble ingredients according to food production sequencing.
    - 3.2. Measure, weigh and blend herbs, spices and other ingredients according to recipe requirements.
    - 3.3. Prepare, cut and portion ingredients according to recipe and cooking style.
    - 3.4. Minimise waste to maximise profitability of food items prepared.
  4. Cook stocks and soups.
    - 4.1. Select and use relevant cookery methods for stocks and soups.
    - 4.2. Follow correct timing and temperature requirements when cooking stocks and soups to maintain quality.
    - 4.3. Use sauces to achieve required results.
    - 4.4. Incorporate stocks into other dishes according to standard recipes and cuisine requirements.
    - 4.5. Follow standard recipes and make *food quality adjustments* within scope of responsibility.
  5. Present and store stocks and soups.
    - 5.1. Portion and present soups on appropriate service-ware.
    - 5.2. Add accompaniments and garnishes according to standard recipes.
    - 5.3. Visually evaluate dish and *adjust presentation*.
    - 5.4. Ensure food safety, quality and shelf life by storing food in appropriate *environmental conditions*.
    - 5.5. Clean work area and dispose of or store surplus and re-usable by-products according to organisational procedures, environmental considerations and cost-reduction initiatives.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

### SKILLS

### DESCRIPTION

Reading skills to:

- locate information in food preparation lists and standard recipes to determine food preparation requirements

- interpret manufacturer instructions for equipment
  - locate and read date codes and rotation labels on food products.
- Writing skills to:
- record notes on recipe requirements.
- Numeracy skills to:
- calculate the number of portions
  - determine cooking times and temperatures
  - measure familiar quantities of ingredients using simple measuring instruments.
- Problem-solving skills to:
- evaluate quality of ingredients and finished dishes and make adjustments to ensure a quality product
  - adjust taste, texture and appearance of food products according to identified deficiencies.
- Self-management skills to:
- manage own speed, timing and productivity.

## Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

***Food quality adjustments*** must involve consideration of factors relating to:

- taste
- temperature
- texture.

***Adjusting presentation*** must involve consideration of:

- accompaniments and garnishes to maximise visual appeal:
  - balance
  - colour
  - contrast
- plating food for practicality of:
  - customer consumption
  - service
- wiping drips and spills.

***Environmental conditions*** must ensure appropriate:

- atmosphere
- humidity
- light
- packaging
- temperature
- use of containers

- ventilation.

## **Unit Mapping Information**

SITHASC203 Produce Asian stocks and soups

## **Links**

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>



# Assessment Requirements for SITHASC003 Prepare Asian stocks and soups

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- follow standard recipes to prepare at least five different stocks and five different soups from at least one of the following Asian cuisines:
  - Chinese
  - Indian
  - Indonesian
  - Japanese
  - Malay and Nonya
  - Thai
  - Vietnamese
- prepare the above stocks for use in different recipes:
  - within commercial time constraints
  - reflecting required quantities to be produced
  - following procedures for portion control and food safety practices when handling and storing different food types
  - responding to special customer requests and dietary requirements
- prepare above soups for at least six different customers:
  - within commercial time constraints
  - reflecting required quantities to be produced
  - following procedures for portion control and food safety practices when handling and storing Asian stocks and soups
  - responding to special customer requests and dietary requirements.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- culinary terms and trade names for ingredients commonly used in producing stocks and soups:
  - herbs and spices
  - meat:

- beef
- chicken
- lamb
- sauces
- seafood
- vegetables
- required changes to stocks and soups to reflect cultural and regional considerations and variations
- contents of stock date codes and rotation labels
- characteristics of stocks and soups and their ingredients:
  - appearance and presentation
  - combinations of spices
  - nutritional value
  - quality indicators
  - service style
  - strength of flavours
  - taste
  - texture
- quality indicators for stocks and soups
- mise en place requirements for stocks and soups
- preparation and cookery methods for the stocks and soups listed in the performance evidence
- appropriate environmental conditions for storing stocks and soups to:
  - ensure food safety
  - optimise shelf life
- safe operational practices using essential functions and features of equipment used to produce Asian stocks and soups.

## Assessment Conditions

Skills must be demonstrated in an operational commercial kitchen. This can be:

- an industry workplace
- a simulated industry environment, such as a training kitchen servicing customers.

Assessment must ensure access to:

- fixtures and large equipment:
  - commercial:
    - blenders and food mills
    - food processors
    - planetary mixers

- commercial grade work benches (1.5m/person)
- commercial refrigeration facilities:
  - freezer
  - fridge
- designated storage area for dry goods and perishables
- double sink
- gas electric or induction stove tops (two burners per person)
- microwave
- storage facilities
- small equipment:
  - containers for hot and cold food
  - cutting boards
  - food handler gloves
  - graters and peelers
  - grills and griddles
  - knives and Asian cleavers
  - measures:
    - metric calibrated measuring jugs
    - measuring spoons
    - portion controlled scoops
  - mincers
  - oven mitts
  - pans and pots:
    - stainless steel, cast iron and non-stick fry pans
    - stock pots
    - woks
  - scales
  - service-ware:
    - platters, dishes and bowls
    - cutlery
  - ladles for specific Asian cuisines
  - sets of stainless steel bowls
  - small utensils:
    - scoops, skimmers and spiders
    - slicers
    - strainers
    - scrapers
    - tongs
    - whisks: fine and coarse stainless steel wire
  - spoons:

- large plain and slotted metal spoons
- ladles in a variety of sizes
- wooden spoons
- steamers
- stone grinders
- temperature probes
- thermometers
- diverse and comprehensive range of perishable food supplies for Asian cookery
- cleaning materials and equipment:
  - cleaning cloths
  - commercial cleaning and sanitising agents and chemicals for cleaning commercial kitchens, equipment and food storage areas
  - dustpans and brooms
  - garbage bins and bags
  - hand towel dispenser and hand towels
  - mops and buckets
  - separate hand basin and antiseptic liquid soap dispenser for hand washing
  - sponges, brushes and scourers
  - tea towels
- organisational specifications:
  - equipment manufacturer instructions
  - current commercial stock control procedures and documentation for ordering, monitoring and maintaining stock
  - mise en place lists, menus, standard recipes and recipes for special dietary requirements
  - ordering and docketing paperwork
  - food safety plan
  - guidelines relating to food disposal, storage and presentation requirements
  - safety data sheets (SDS) for cleaning agents and chemicals
- industry-realistic ratios of kitchen staff to customers; these can be:
  - staff and customers in an industry workplace during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# SITHASC004 Prepare Asian sauces, dips and accompaniments

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to prepare and present sauces, dips and accompaniments for Asian cuisines. It requires the ability to select and prepare ingredients, and to use relevant equipment and cookery methods.

The unit applies to hospitality and catering organisations that offer Asian cuisine and to cooks who usually work under the guidance of more senior chefs. The unit may be applied to one or more Asian cuisines.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## Pre-requisite Unit

SITXFSA001 Use hygienic practices for food safety

## Competency Field

Asian Cookery

## Unit Sector

Hospitality

## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential outcomes

1. Select ingredients.

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Confirm food production requirements from food preparation list and standard recipes.
- 1.2. Calculate ingredient amounts according to requirements.
- 1.3. Identify and select ingredients for sauces, dips and

- accompaniments from stores according to recipe, quality, freshness and stock rotation requirements.
- 1.4. Check perishable supplies for spoilage or contamination prior to preparation.
  2. Select, prepare and use equipment.
    - 2.1. Select type and size of equipment suitable to requirements.
    - 2.2. Safely assemble and ensure cleanliness of equipment before use.
    - 2.3. Use equipment safely and hygienically according to manufacturer instructions.
  3. Portion and prepare ingredients.
    - 3.1. Sort and assemble ingredients according to food production sequencing.
    - 3.2. Measure, weigh and blend herbs, spices and other ingredients according to recipe requirements.
    - 3.3. Prepare, cut and portion ingredients according to recipe and cooking style.
    - 3.4. Minimise waste to maximise profitability of food items prepared.
  4. Prepare sauces, dips and accompaniments.
    - 4.1. Prepare cooked and uncooked sauces, dips and accompaniments according to recipes and variations.
    - 4.2. Prepare fresh fruit sauces as required.
    - 4.3. Follow standard recipes and make *food quality adjustments* within scope of responsibility.
  5. Present and store sauces, dips and accompaniments.
    - 5.1. Present sauces, dips and accompaniments on appropriate service-ware.
    - 5.2. Visually evaluate dish and *adjust presentation*.
    - 5.3. Ensure food safety, quality and shelf life by storing food in appropriate *environmental conditions*.
    - 5.4. Clean work area and dispose of or store surplus and re-usable by-products according to organisational procedures, environmental considerations and cost-reduction initiatives.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

### SKILLS

### DESCRIPTION

- Reading skills to:
- locate information in food preparation lists and standard recipes to determine food preparation requirements
  - interpret manufacturer instructions for equipment

- locate and read date codes and rotation labels on food products.
- Writing skills to:
- record notes on recipe requirements.
- Numeracy skills to:
- calculate the number of portions
  - determine cooking times and temperatures
  - measure familiar quantities of ingredients using simple measuring instruments.
- Problem-solving skills to:
- evaluate quality of ingredients and finished product and make adjustments to ensure a quality product
  - adjust taste, texture and appearance of food products according to identified deficiencies.
- Teamwork skills to:
- work with other team members to meet food production and service requirements.
- Planning and organising skills to:
- efficiently sequence the stages of preparation and production.
- Self-management skills to:
- manage own speed, timing and productivity.

## Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

***Food quality adjustments*** must involve consideration of factors relating to:

- taste
- temperature
- texture.

***Adjusting presentation*** must involve consideration of:

- accompaniments and garnishes to maximise visual appeal:
  - balance
  - colour
  - contrast
- plating food for practicality of:
  - customer consumption
  - service
- wiping drips and spills.
- atmosphere

***Environmental conditions*** must ensure



appropriate:

- humidity
- light
- packaging
- temperature
- use of containers
- ventilation.

## Unit Mapping Information

SITHASC204 Produce Asian sauces, dips and accompaniments

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITHASC004 Prepare Asian sauces, dips and accompaniments

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- follow standard recipes to prepare at least three different sauces, dips and accompaniments from at least one of the following Asian cuisines:
  - Chinese
  - Indian
  - Indonesian
  - Japanese
  - Malay and Nonya
  - Thai
  - Vietnamese
- prepare the above sauces, dips and accompaniments for at least six different customers:
  - within commercial time constraints
  - reflecting required quantities to be produced
  - following procedures for portion control and food safety practices when handling and storing Asian sauces, dips and accompaniments
  - responding to special customer requests and dietary requirements.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- culinary terms and trade names for ingredients commonly used in the production of sauces, dips and accompaniments:
  - aromatics
  - herbs and spices
  - fruit
  - pastes
  - sauces
  - vegetables
- contents of stock date codes and rotation labels

- required changes to sauces, dips and accompaniments to reflect cultural and regional considerations and variations
- characteristics of sauces, dips and accompaniments and their ingredients:
  - appearance and presentation
  - combinations of spices
  - nutritional value
  - quality indicators
  - service style
  - strength of flavours
  - taste
  - texture
- common variations that are requested in sauces dips and accompaniments relating to:
  - preferences and requirements:
    - texture
    - consistency
  - size and format of ingredients
  - type and format of garnishes
  - use and combinations of particular ingredients
- preparation methods and considerations for sauces, dips and accompaniments:
  - cooking methods
  - re-heating
- appropriate environmental conditions for storing sauces, dips and accompaniments to:
  - ensure food safety
  - optimise shelf life
- safe operational practices using essential functions and features of equipment used to produce Asian sauces, dips and accompaniments.

## Assessment Conditions

Skills must be demonstrated in an operational commercial kitchen. This can be:

- an industry workplace
- a simulated industry environment, such as a training kitchen servicing customers.

Assessment must ensure access to:

- fixtures and large equipment:
  - commercial:
    - blenders and food mills
    - food processors
    - planetary mixers
  - commercial grade work benches (1.5m/person) commercial refrigeration facilities:

- freezer
- fridge
- designated storage area for dry goods and perishables
- double sink
- gas electric or induction stove tops (two burners per person)
- small equipment:
  - containers for hot and cold food
  - cutting boards
  - food handler gloves
  - graters and peelers
  - knives
  - measurers:
    - metric calibrated measuring jugs
    - measuring spoons
    - portion control scoops
  - mincers
  - mortar and pestle
  - pans and pots:
    - stainless steel, cast iron and non-stick fry pans
    - stock pots
  - scales
  - sets of stainless steel bowls
  - small utensils:
    - fruit corers
    - scoops, skimmers and spiders
    - scrapers
    - spatulas
    - strainers
    - whisks:
      - fine stainless steel wire
      - coarse stainless steel wire
  - spoons:
    - large plain and slotted metal spoons
    - ladles in a variety of sizes
    - serving spoons
    - wooden spoons
- diverse and comprehensive range of perishable food supplies for Asian cookery
- cleaning materials and equipment:
  - cleaning cloths

- commercial cleaning and sanitising agents and chemicals for cleaning commercial kitchens, equipment and food storage areas
- dustpans and brooms
- garbage bins and bags
- hand towel dispenser and hand towels
- mops and buckets
- separate hand basin and antiseptic liquid soap dispenser for hand washing
- sponges, brushes and scourers
- tea towels
- organisational specifications:
  - equipment manufacturer instructions
  - current commercial stock control procedures and documentation for ordering, monitoring and maintaining stock
  - mise en place lists, menus, standard recipes and recipes for special dietary requirements
  - ordering and docketing paperwork
  - food safety plan
  - guidelines relating to food disposal, storage and presentation requirements
  - safety data sheets (SDS) for cleaning agents and chemicals
- industry-realistic ratios of kitchen staff to customers; these can be:
  - staff and customers in an industry workplace during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# SITHASC005 Prepare Asian salads

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to prepare salads, including sauces, dressings and accompaniments for national and regional Asian cuisines. It requires the ability to select and prepare ingredients, and to use relevant equipment and cookery methods.

The unit applies to hospitality and catering organisations that offer Asian cuisine and to cooks who usually work under the guidance of more senior chefs. The unit may be applied to one or more Asian cuisines.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## Pre-requisite Unit

SITXFSA001 Use hygienic practices for food safety

## Competency Field

Asian Cookery

## Unit Sector

Hospitality

## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential outcomes

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Select ingredients.
  - 1.1. Confirm food production requirements from food preparation list and standard recipes.
  - 1.2. Calculate ingredient amounts according to requirements.
  - 1.3. Identify and select salad ingredients from stores according to recipe, quality, freshness and stock rotation requirements.
  - 1.4. Check perishable supplies for spoilage or contamination prior to preparation.
2. Select, prepare and use equipment.
  - 2.1. Select type and size of equipment suitable to requirements.
  - 2.2. Safely assemble and ensure cleanliness of equipment before use.
  - 2.3. Use equipment safely and hygienically according to manufacturer instructions.
3. Portion and prepare ingredients.
  - 3.1. Sort and assemble ingredients according to food production sequencing.
  - 3.2. Measure, weigh and portion ingredients according to recipe requirements.
  - 3.3. Prepare, cut and portion ingredients according to recipe and cooking style.
  - 3.4. Minimise waste to maximise profitability of food items prepared.
4. Prepare salads, sauces and dressings.
  - 4.1. Cook and combine salad ingredients according to recipe.
  - 4.2. Prepare marinades, flavourings and sauce mixtures and store at correct temperature until required.
  - 4.3. Prepare accompaniments for salads as required.
  - 4.4. Follow standard recipes and make *food quality adjustments* within scope of responsibility.
5. Present and store salads.
  - 5.1. Present salads on appropriate service-ware.
  - 5.2. Add accompaniments, garnishes and sauces as required.
  - 5.3. Visually evaluate dish and *adjust presentation*.
  - 5.4. Ensure food safety, quality and shelf life by storing food in appropriate *environmental conditions*.
  - 5.5. Clean work area and dispose of or store surplus and re-usable by-products according to organisational procedures, environmental considerations and cost-reduction initiatives.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| <b>SKILLS</b> | <b>DESCRIPTION</b> |
|---------------|--------------------|
|---------------|--------------------|

- Reading skills to:
- locate information in food preparation lists and standard recipes to determine food preparation requirements
  - interpret manufacturer instructions for equipment
  - locate and read date codes and rotation labels on food products.
- Writing skills to:
- record notes on recipe requirements.
- Numeracy skills to:
- calculate the number of portions
  - determine cooking times and temperatures
  - measure familiar quantities of ingredients using simple measuring instruments.
- Problem-solving skills to:
- evaluate quality of ingredients and finished dishes and make adjustments to ensure a quality product
  - adjust taste, texture and appearance of food products according to identified deficiencies.
- Planning and organising skills to:
- efficiently sequence the stages of food preparation and production.
- Self-management skills to:
- manage own speed, timing and productivity.

## Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

***Food quality adjustments*** must involve consideration of factors relating to:

- taste
- temperature
- texture.

***Adjusting presentation*** must involve consideration of:

- accompaniments and garnishes to maximise visual appeal:
  - balance
  - colour
  - contrast
- plating food for practicality of:
  - customer consumption
  - service
- wiping drips and spills.



*Environmental conditions* must ensure appropriate:

- atmosphere
- humidity
- light
- packaging
- temperature
- use of containers
- ventilation.

## Unit Mapping Information

SITHASC205 Produce Asian salads

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITHASC005 Prepare Asian salads

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- follow standard recipes to prepare at least six different salads from at least one of the following Asian cuisines:
  - Indian
  - Indonesian
  - Japanese
  - Malay and Nonya
  - Thai
  - Vietnamese
- prepare above salads for at least six different customers:
  - within commercial time constraints
  - reflecting required quantities to be produced
  - following procedures for portion control and food safety practices when handling and storing Asian salads
  - responding to special customer requests and dietary requirements.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- culinary terms and trade names for ingredients commonly used in the production of salads:
  - herbs and spices
  - fruit
  - vegetables
- required changes to salads to reflect cultural and regional considerations and variations
- contents of stock date codes and rotation labels
- characteristics of salad ingredients and finished dishes:
  - appearance and presentation
  - combinations of spices
  - nutritional value
  - quality indicators

- service style
- strength of flavours
- taste
- texture
- accompaniments commonly used in Asian salads:
  - chutney
  - nuts
  - pickles
  - rice
  - sauces
  - vegetables
- preparation methods for Asian salads:
  - cutting
  - marinating
  - cooking of ingredients
- appropriate environmental conditions for storing salads to:
  - ensure food safety
  - optimise shelf life
- safe operational practices using essential functions and features of equipment used to produce Asian salads.

## Assessment Conditions

Skills must be demonstrated in an operational commercial kitchen. This can be:

- an industry workplace
- a simulated industry environment, such as a training kitchen servicing customers.

Assessment must ensure access to:

- fixtures and large equipment:
  - commercial:
    - blenders and food mills
    - food processors
    - planetary mixers
  - commercial grade work benches (1.5m/person)
  - commercial refrigeration facilities:
    - freezer
    - fridge
  - designated storage area for dry goods and perishables
  - double sink
  - gas electric or induction stove tops (two burners per person)

- grillers, burners, ovens or salamanders as appropriate for the type of cuisine
- slicing machine
- storage facilities
- small equipment:
  - containers for hot and cold food
  - cutting boards
  - food handler gloves
  - graters and peelers
  - knives
  - mortar and pestle
  - measures:
    - metric calibrated measuring jugs
    - measuring spoons
    - portion controlled scoops
  - mincers
  - pans and pots:
    - stainless steel, cast iron and non-stick fry pans
    - stock pots
    - woks
  - scales
  - service-ware:
    - platters, dishes, and bowls
    - cutlery and serving utensils
    - chopsticks
  - sets of stainless steel bowls
  - small utensils:
    - scoops, scrapers
    - skimmers and spiders
    - strainers
    - tongs
    - whisks:
      - fine stainless steel wire
      - coarse stainless steel wire
  - spoons:
    - large plain and slotted metal spoons
    - ladles in a variety of sizes
    - serving spoons
    - wooden spoons
- diverse and comprehensive range of perishable food supplies for Asian cookery
- cleaning materials and equipment:

- cleaning cloths
- commercial cleaning and sanitising agents and chemicals for cleaning commercial kitchens, equipment and food storage areas
- dustpans and brooms
- garbage bins and bags
- hand towel dispenser and hand towels
- mops and buckets
- separate hand basin and antiseptic liquid soap dispenser for hand washing
- sponges, brushes and scourers
- tea towels
- organisational specifications:
  - equipment manufacturer instructions
  - current commercial stock control procedures and documentation for ordering, monitoring and maintaining stock
  - mise en place lists, menus, standard recipes and recipes for special dietary requirements
  - ordering and docketing paperwork
  - food safety plan
  - guidelines relating to food disposal, storage and presentation requirements
  - safety data sheets (SDS) for cleaning agents and chemicals
- industry-realistic ratios of kitchen staff to customers; these can be:
  - staff and customers in an industry workplace during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# SITHASC006 Prepare Asian rice and noodles

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to prepare rice and noodles for national and regional Asian cuisines. It requires the ability to select and prepare ingredients, and to use relevant equipment and cookery methods.

The unit applies to hospitality and catering organisations that offer Asian cuisine and to cooks who usually work under the guidance of more senior chefs. The unit may be applied to one or more Asian cuisines.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## Pre-requisite Unit

SITXFSA001 Use hygienic practices for food safety

## Competency Field

Asian Cookery

## Unit Sector

Hospitality

## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential outcomes

1. Select ingredients.

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1.1. Confirm food production requirements from food preparation list and standard recipes.

1.2. Calculate ingredient amounts according to requirements.

1.3. Identify and select ingredients for rice and noodle dishes from

- stores according to recipe, quality, freshness and stock rotation requirements.
- 1.4. Check perishable supplies for spoilage or contamination prior to preparation.
  2. Select, prepare and use equipment.
    - 2.1. Select type and size of equipment suitable to requirements.
    - 2.2. Safely assemble and ensure cleanliness of equipment before use.
    - 2.3. Use equipment safely and hygienically according to manufacturer instructions.
  3. Portion and prepare ingredients.
    - 3.1. Sort and assemble ingredients according to food production sequencing.
    - 3.2. Measure, weigh and blend herbs, spices and other ingredients according to recipe requirements.
    - 3.3. Soak, wash and marinate ingredients as required.
    - 3.4. Minimise waste to maximise profitability of food items prepared.
  4. Cook rice and noodle dishes.
    - 4.1. Select and use cookery methods for rice and noodle dishes according to recipe.
    - 4.2. Prepare accompaniments, marinades, flavourings and sauce mixtures and store at correct temperature until required.
    - 4.3. Follow standard recipes and make *food quality adjustments* within scope of responsibility.
    - 4.4. Select appropriate re-heating methods for rice and noodles as required, maintaining quality, freshness, eating characteristics and appearance.
  5. Present and store cooked rice and noodle dishes.
    - 5.1. Present rice and noodle dishes on appropriate service-ware.
    - 5.2. Add accompaniments, garnishes and sauces as required.
    - 5.3. Visually evaluate dish and *adjust presentation*.
    - 5.4. Ensure food safety, quality and shelf life by storing food in appropriate *environmental conditions*.
    - 5.5. Clean work area and dispose of or store surplus and re-usable by-products according to organisational procedures, environmental considerations and cost-reduction initiatives.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| SKILLS | DESCRIPTION |
|--------|-------------|
|--------|-------------|

- Reading skills to:
- locate information in food preparation lists and standard recipes to determine food preparation requirements
  - interpret manufacturer instructions for equipment
  - locate and read date codes and rotation labels on food products.
- Writing skills to:
- record notes on recipe requirements.
- Numeracy skills to:
- calculate the number of portions
  - determine cooking times and temperatures
  - measure familiar quantities of ingredients using simple measuring instruments.
- Problem-solving skills to:
- evaluate quality of ingredients and finished dishes and make adjustments to ensure a quality product
  - adjust taste, texture and appearance of food products according to identified deficiencies.
- Planning and organising skills to:
- efficiently sequence the stages of food preparation and production.
- Self-management skills to:
- manage own speed, timing and productivity.

## Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

***Food quality adjustments*** must involve consideration of factors relating to:

- taste
- temperature
- texture.

***Adjusting presentation*** must involve consideration of:

- accompaniments and garnishes to maximise visual appeal:
  - balance
  - colour
  - contrast
- plating food for practicality of:
  - customer consumption
  - service
- wiping drips and spills.



*Environmental conditions* must ensure appropriate:

- atmosphere
- humidity
- light
- packaging
- temperature
- use of containers
- ventilation.

## Unit Mapping Information

SITHASC206 Produce Asian rice and noodles

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITHASC006 Prepare Asian rice and noodles

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- follow standard recipes to prepare at least three different rice and noodle dishes from each of the following Asian cuisines:
  - Chinese
  - Indonesian
  - Japanese
  - Malay and Nonya
  - Thai
  - Vietnamese
- prepare the above dishes for at least six different customers:
  - within commercial time constraints
  - reflecting required quantities to be produced
  - following procedures for portion control and food safety practices when handling and storing Asian style rice and noodles
  - responding to special customer requests and dietary requirements.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- culinary terms and trade names for ingredients commonly used in the production of rice and noodle dishes:
  - herbs and spices
  - rice varieties
  - noodle varieties
- contents of stock date codes and rotation labels
- required changes to rice and noodle dishes to reflect cultural and regional considerations and variations
- characteristics of Asian rice and noodle dishes and their ingredients:
  - accompaniments and sauces
  - appearance and presentation

- combinations of spices
- nutritional value
- quality indicators
- service style
- strength of flavours
- taste
- texture
- preparation methods for Asian rice and noodle dishes:
  - marinating
  - soaking
  - washing
- cookery methods for Asian rice and noodle dishes:
  - boiling
  - frying
  - steaming
  - temperatures
  - timing
- common accompaniments for Asian rice and noodles:
  - condiments
  - main dishes
  - salads
  - stocks and sauces
- appropriate environmental conditions for storing rice and noodle dishes to:
  - ensure food safety
  - optimise shelf life
- safe operational practices using essential functions and features of equipment used to produce Asian rice and noodles.

## Assessment Conditions

Skills must be demonstrated in an operational commercial kitchen. This can be:

- an industry workplace
- a simulated industry environment, such as a training kitchen servicing customers.

Assessment must ensure access to:

- fixtures and large equipment:
  - commercial:
    - blenders and food mills
    - food processors
    - planetary mixers

- commercial grade work benches (1.5m/person)
- commercial refrigeration facilities:
  - freezer
  - fridge
- designated storage area for dry goods and perishables
- double sink
- gas, electric or induction stove tops (two burners per person)
- grillers, burners, ovens or salamanders as appropriate for the type of cuisine
- storage facilities
- small equipment:
  - colanders
  - containers for hot and cold food
  - cutting boards
  - deep and shallow pots and pans
  - electric rice cookers and steamers
  - food handler gloves
  - food processors
  - graters and peelers
  - measures:
    - metric calibrated measuring jugs
    - measuring spoons
    - portion controlled scoops
  - scales
  - service-ware:
    - platters, dishes, and bowls
    - cutlery and serving utensils
    - chopsticks
  - spoons:
    - large plain and slotted metal spoons
    - ladles in a variety of sizes
    - serving spoons
    - wooden spoons
  - temperature probes
  - thermometers
  - tongs and serving utensils
  - traditional steamers
  - turbo and gas woks
- diverse and comprehensive range of perishable food supplies for Asian cookery
- cleaning materials and equipment:
  - cleaning cloths

- commercial cleaning and sanitising agents and chemicals for cleaning commercial kitchens, equipment and food storage areas
- dustpans and brooms
- garbage bins and bags
- hand towel dispenser and hand towels
- mops and buckets
- separate hand basin and antiseptic liquid soap dispenser for hand washing
- sponges, brushes and scourers
- tea towels
- organisational specifications:
  - equipment manufacturer instructions
  - current commercial stock control procedures and documentation for ordering, monitoring and maintaining stock
  - mise en place lists, menus, standard recipes and recipes for special dietary requirements
  - food safety plan
  - guidelines relating to food disposal, storage and presentation requirements
  - ordering and docketing paperwork
  - safety data sheets (SDS) for cleaning agents and chemicals
- industry-realistic ratios of kitchen staff to customers; these can be:
  - staff and customers in an industry workplace during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# SITHASC007 Prepare curry pastes and powders

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to prepare curry pastes and powders for national and regional Asian cuisines. It requires the ability to select and prepare ingredients, and to use relevant equipment and cookery methods.

The unit applies to hospitality and catering organisations that offer Asian cuisine and to cooks who usually work under the guidance of more senior chefs. Cuisines may be Indonesian, Indian, Malay, Nonya or Thai.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## Pre-requisite Unit

SITXFSA001 Use hygienic practices for food safety

## Competency Field

Asian Cookery

## Unit Sector

Hospitality

## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential outcomes.

1. Select ingredients.

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1.1. Confirm food production requirements from food preparation list and standard recipes.

1.2. Calculate ingredient amounts according to requirements.

1.3. Identify and select ingredients for curry pastes and powders

- from stores according to recipe, quality, freshness and stock rotation requirements.
- 1.4. Check perishable supplies for spoilage or contamination prior to preparation.
  2. Select, prepare and use equipment.
    - 2.1. Select type and size of equipment suitable to requirements.
    - 2.2. Safely assemble and ensure cleanliness of equipment before use.
    - 2.3. Use equipment safely and hygienically according to manufacturer instructions.
  3. Portion and prepare ingredients.
    - 3.1. Sort and assemble ingredients according to food production sequencing.
    - 3.2. Measure, weigh and portion ingredients according to recipe requirements.
    - 3.3. Prepare, cut and portion ingredients according to recipe and cooking style.
    - 3.4. Minimise waste to maximise profitability of food items prepared.
  4. Prepare and use curry pastes and powders.
    - 4.1. Prepare, roast and grind herbs and spices for curry pastes or powders.
    - 4.2. Select and use cooking methods for pastes according to recipe.
    - 4.3. Follow standard recipes and make *food quality adjustments* within scope of responsibility.
    - 4.4. Apply prepared pastes and powders in correct quantities to curries and other dishes, according to recipe.
  5. Package and store curry pastes and powders.
    - 5.1. Preserve taste and quality through use of appropriate packaging.
    - 5.2. Ensure food safety, quality and shelf life by storing food in appropriate *environmental conditions*.
    - 5.3. Clean work area and dispose of or store surplus and re-usable by-products according to organisational procedures, environmental considerations and cost-reduction initiatives.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

### SKILLS

### DESCRIPTION

Reading skills to:

- locate information in food preparation lists and standard recipes to determine food preparation requirements
- interpret manufacturer instructions for equipment
- locate and read date codes and rotation labels on food products.

- Writing skills to:
- record notes on recipe requirements.
- Numeracy skills to:
- calculate the number of portions
  - determine cooking times and temperatures
  - measure familiar quantities of ingredients using simple measuring instruments.
- Problem-solving skills to:
- evaluate quality of ingredients and finished dishes and make adjustments to ensure a quality product
  - adjust taste, texture and appearance of food products according to identified deficiencies.
- Teamwork skills to:
- listen to instructions and ask questions to ensure timely and efficient mise en place.
- Planning and organising skills to:
- efficiently sequence the stages of food preparation and production.
- Self-management skills to:
- manage own speed, timing and productivity.

## Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

**Food quality adjustments** must involve consideration of factors relating to:

- taste
- temperature
- texture.

**Environmental conditions** must ensure appropriate:

- atmosphere
- humidity
- light
- packaging
- temperature
- use of containers
- ventilation.

## Unit Mapping Information

SITHASC207 Produce curry pastes and powders



## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITHASC007 Prepare curry pastes and powders

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- follow standard recipes to prepare at least three curry pastes and powders from at least one of the following Asian cuisines:
  - Indian
  - Indonesian
  - Malay and Nonya
  - Thai
- prepare above curry pastes and powders for use in at least six different curries or other dishes:
  - within commercial time constraints
  - reflecting required quantities to be produced
  - following procedures for portion control and food safety practices when handling and storing curry pastes and powders
  - responding to special customer requests and dietary requirements.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- culinary terms and trade names for ingredients commonly used in the production of curry pastes and powders:
  - aromatics
  - fat compounds
  - herbs and spices
- required changes to curry pastes and powders to reflect cultural and regional considerations and variations
- contents of stock date codes and rotation labels
- characteristics of curry pastes and powders ingredients and finished dishes:
  - appearance and presentation
  - combinations of spices
  - nutritional value

- plant structure and parts used for herbs and spices
- quality indicators
- service style
- strength of flavours
- taste
- texture
- dishes other than curries that use curry pastes and powders:
  - fish cakes
  - fat compounds:
    - coconut milk
    - ghee
  - oils:
    - coconut
    - mustard
    - peanut
    - sesame
  - sauces:
    - kecap manis
    - kecap asin
  - shrimp:
    - cakes (blachan)
    - paste (peti)
  - vegetables, edible flowers and aromatic leaves
  - meat and poultry
  - seafood
  - vegetarian items
  - nuts
- preparation methods and considerations for curry pastes and powders:
  - marinating
  - cooking
  - chemical reactions in various processes
- appropriate environmental conditions for storing curry pastes and powders to:
  - ensure food safety
  - optimise shelf life
- safe operational practices using essential functions and features of equipment used to produce curry pastes and powders.

## Assessment Conditions

Skills must be demonstrated in an operational commercial kitchen. This can be:

- an industry workplace
- a simulated industry environment, such as a training kitchen servicing customers.

Assessment must ensure access to:

- fixtures and large equipment:
  - commercial:
    - blenders and food mills
    - food processors
    - planetary mixers
  - commercial grade work benches (1.5m/person)
  - commercial refrigeration facilities:
    - freezer
    - fridge
  - designated storage area for dry goods and perishables
  - double sink
  - gas electric or induction stove tops (two burners per person)
- small equipment:
  - containers for hot and cold food
  - cutting boards
  - food handler gloves
  - graters and peelers
  - knives
  - measures:
    - metric calibrated measuring jugs
    - measuring spoons
    - portion controlled scoops
  - mortar and pestle
  - pans and pots:
    - stainless steel, cast iron and non-stick fry pans
  - scales sets of stainless steel bowls
  - small utensils:
    - scoops, skimmers and spiders
    - strainers
    - scrapers
    - whisks:
      - fine stainless steel wire
      - coarse stainless steel wire
  - spoons:
    - large plain and slotted metal spoons

- ladles in a variety of sizes
- serving spoons
- wooden spoons
- stone grinders
- temperature probes
- thermometers
- diverse and comprehensive range of perishable food supplies for Asian cookery
- cleaning materials and equipment:
  - cleaning cloths
  - commercial cleaning and sanitising agents and chemicals for cleaning commercial kitchens, equipment and food storage areas
  - dustpans and brooms
  - garbage bins and bags
  - hand towel dispenser and hand towels
  - mops and buckets
  - separate hand basin and antiseptic liquid soap dispenser for hand washing
  - sponges, brushes and scourers
  - tea towels
- organisational specifications:
  - equipment manufacturer instructions
  - current commercial stock control procedures and documentation for ordering, monitoring and maintaining stock
  - mise en place lists, menus, standard recipes and recipes for special dietary requirements
  - ordering and docketing paperwork
  - food safety plan
  - guidelines relating to food disposal, storage and presentation requirements
  - safety data sheets (SDS) for cleaning agents and chemicals.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# SITHASC008 Prepare Asian cooked dishes

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to prepare and cook meat, poultry, seafood and vegetable dishes for national and regional Asian cuisines. It requires the ability to select and prepare ingredients, and to use relevant equipment and cookery methods.

The unit applies to hospitality and catering organisations that offer Asian cuisine and to cooks who usually work under the guidance of more senior chefs. The unit may be applied to one or more Asian cuisines.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## Pre-requisite Unit

SITXFSA001 Use hygienic practices for food safety

## Competency Field

Asian Cookery

## Unit Sector

Hospitality

## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential outcome.

1. Select ingredients

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1.1. Confirm food production requirements from food preparation list and standard recipes.

1.2. Calculate ingredient amounts according to requirements.

- 1.3. Identify and select ingredients from stores according to recipe, quality, freshness and stock rotation requirements.
- 1.4. Check perishable supplies for spoilage or contamination prior to preparation.
2. Select, prepare and use equipment.
  - 2.1. Select type and size of equipment suitable to requirements.
  - 2.2. Safely assemble and ensure cleanliness of equipment before use.
  - 2.3. Use equipment safely and hygienically according to manufacturer instructions.
3. Portion and prepare ingredients.
  - 3.1. Sort and assemble ingredients according to food production sequencing.
  - 3.2. Measure, weigh and portion ingredients according to recipe requirements.
  - 3.3. Select and use preparation methods according to recipe requirements.
  - 3.4. Minimise waste to maximise profitability of food items prepared.
4. Cook Asian dishes.
  - 4.1. Select and use appropriate cookery methods according to recipe requirements.
  - 4.2. Prepare marinades, flavourings and sauce mixtures.
  - 4.3. Follow standard recipes and make *food quality adjustments* within scope of responsibility.
5. Present and store Asian cooked dishes.
  - 5.1. Present dishes on appropriate service-ware.
  - 5.2. Add accompaniments, garnishes and sauces as required.
  - 5.3. Visually evaluate dish and *adjust presentation*.
  - 5.4. Ensure food safety, quality and shelf life by storing food in appropriate *environmental conditions*.
  - 5.5. Clean work area and dispose of or store surplus and re-usable by-products according to organisational procedures, environmental considerations and cost-reduction initiatives.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

### SKILLS

### DESCRIPTION

Reading skills to:

- locate information in food preparation lists and standard recipes to determine food preparation requirements
- interpret manufacturer instructions for equipment
- locate and read date codes and rotation labels on food products.

- Writing skills to:
- record notes on recipe requirements.
- Numeracy skills to:
- calculate the number of portions
  - determine cooking times and temperatures
  - measure familiar quantities of ingredients using simple measuring instruments.
- Problem-solving skills to:
- evaluate quality of ingredients and finished dishes and make adjustments to ensure a quality product
  - adjust taste, texture and appearance of food products according to identified deficiencies.
- Planning and organising skills to:
- efficiently sequence the stages of food preparation and production.
- Self-management skills to:
- manage own speed, timing and productivity.

## Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

***Food quality adjustments*** must involve consideration of factors relating to:

- taste
- temperature
- texture.

***Adjusting presentation*** must involve consideration of:

- accompaniments and garnishes to maximise visual appeal:
  - balance
  - colour
  - contrast
- plating food for practicality of:
  - customer consumption
  - service
- wiping drips and spills.

***Environmental conditions*** must ensure appropriate:

- atmosphere
- humidity
- light
- packaging
- temperature



- use of containers
- ventilation.

## Unit Mapping Information

SITHASC301 Produce Asian cooked dishes

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITHASC008 Prepare Asian cooked dishes

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- follow standard recipes to prepare at least six cooked dishes from at least one of the following types of cuisine:
  - Chinese
  - Indian
  - Indonesian
  - Japanese
  - Malay and Nonya
  - Thai
  - Vietnamese
- prepare at least one dish using each of the following ingredients:
  - meat
  - poultry
  - seafood
  - vegetables
- prepare the above dishes demonstrating at least eight of the preparation techniques and using each of the cookery methods listed in the knowledge evidence at least once
- prepare above dishes for at least six different customers:
  - within commercial time constraints
  - reflecting required quantities to be produced
  - following procedures for portion control and food safety practices when handling and storing Asian cooked dishes
  - responding to special customer requests and dietary requirements.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- culinary terms and trade names for ingredients commonly used in the production of Asian cooked dishes
- required changes to dishes to reflect cultural and regional considerations and variations

- contents of stock date codes and rotation labels
- characteristics of Asian cooked dishes and their ingredients:
  - appearance and presentation
  - combinations of spices
  - nutritional value
  - quality indicators
  - service style
  - strength of flavours
  - taste
  - texture
- preparation techniques used for Asian cooked dishes:
  - blanching
  - chopping
  - cleaning
  - coating
  - cutting
  - dicing
  - gutting
  - filleting
  - marinating
  - peeling
  - portioning
  - slicing
  - tenderising
  - trimming
- cookery methods used for Asian cooked dishes:
  - drying
  - marinating
  - pickling
  - smoking
  - steaming
  - wok cookery
- appropriate environmental conditions for storing Asian cooked dishes to:
  - ensure food safety
  - optimise shelf life
- safe operational practices using essential functions and features of equipment used to produce Asian cooked dishes.

## Assessment Conditions

Skills must be demonstrated in an operational commercial kitchen. This can be:

- an industry workplace
- a simulated industry environment, such as a training kitchen servicing customers.

Assessment must ensure access to:

- fixtures and large equipment:
  - barbecues
  - commercial:
    - blenders and food mills
    - food processors
    - planetary mixers
  - commercial grade work benches (1.5m/person)
  - commercial refrigeration facilities:
    - freezer
    - fridge
  - designated area for dry goods and perishables
  - double sink
  - gas electric or induction stove tops (two burners per person)
  - ovens
- small equipment:
  - cast iron pan (tava)
  - containers for hot and cold food
  - cutting boards
  - electric rice cookers and steamers
  - food handler gloves
  - graters and peelers
  - grills and hot plates
  - knives and cleavers
  - measures:
    - metric calibrated measuring jugs
    - measuring spoons
    - portion controlled scoops
  - mincers
  - oven mitts
  - pans and pots:
    - stainless steel, cast iron and non-stick fry pans
    - stock pots
  - roasting drums

- scales
- service-ware:
  - platters, dishes, and bowls
  - cutlery and serving utensils
  - chopsticks
- sets of stainless steel bowls
- sharpening steels and stones
- skewers
- small utensils:
  - scoops, skimmers and spiders
  - strainers
  - scrapers
  - tongs and serving utensils
  - whisks:
    - fine stainless steel wire
    - coarse stainless steel wire
- spits
- spoons:
  - large plain and slotted metal spoons
  - ladles in a variety of sizes
  - serving spoons
  - wooden spoons
- steamers
- temperature probes
- thermometers
- turbo and gas woks
- diverse and comprehensive range of perishable food supplies for Asian cookery
- cleaning materials and equipment:
  - cleaning cloths
  - commercial cleaning and sanitising agents and chemicals for cleaning commercial kitchens, equipment and food storage areas
  - dustpans and brooms
  - garbage bins and bags
  - hand towel dispenser and hand towels
  - mops and buckets
  - separate hand basin and antiseptic liquid soap dispenser for hand washing
  - sponges, brushes and scourers
  - tea towels
- organisational specifications:
  - equipment manufacturer instructions

- current commercial stock control procedures and documentation for ordering, monitoring and maintaining stock
- mise en place lists, menus, standard recipes and recipes for special dietary requirements
- ordering and docketing paperwork
- food safety plan
- guidelines relating to food disposal, storage and presentation requirements
- safety data sheets (SDS) for cleaning agents and chemicals
- industry-realistic ratios of kitchen staff to customers; these can be:
  - staff and customers in an industry workplace during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# SITHASC009 Prepare Asian desserts

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to select, prepare desserts for national and regional Asian cuisines. It requires the ability to select and prepare ingredients, and to use relevant equipment and cookery methods.

The unit applies to hospitality and catering organisations that offer Asian cuisine and to cooks who usually work under the guidance of more senior chefs.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## Pre-requisite Unit

SITXFSA001 Use hygienic practices for food safety

## Competency Field

Asian Cookery

## Unit Sector

Hospitality

## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential outcomes.

1. Select ingredients.

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1.1. Confirm food production requirements from food preparation list and standard recipes.

1.2. Calculate ingredient amounts according to requirements.

1.3. Identify and select ingredients for Asian desserts from stores according to recipe, quality, freshness and stock rotation

- requirements.
- 1.4. Check perishable supplies for spoilage or contamination prior to preparation.
  2. Select, prepare and use equipment.
    - 2.1. Select type and size of equipment suitable to requirements.
    - 2.2. Safely assemble and ensure cleanliness of equipment before use.
    - 2.3. Use equipment safely and hygienically according to manufacturer instructions.
  3. Portion and prepare ingredients.
    - 3.1. Sort and assemble ingredients according to food production sequencing.
    - 3.2. Measure, weigh and portion ingredients according to recipe requirements.
    - 3.3. Minimise waste to maximise profitability of food items prepared.
  4. Prepare desserts.
    - 4.1. Prepare desserts and sweets in correct shapes and sizes and with correct fillings, according to recipe.
    - 4.2. Select and use cookery methods for Asian desserts according to recipe.
    - 4.3. Prepare special occasion desserts.
    - 4.4. Follow safe procedures for re-heated items.
    - 4.5. Follow standard recipes and make *food quality adjustments* within scope of responsibility.
  5. Present and store desserts.
    - 5.1. Present desserts on appropriate service-ware.
    - 5.2. Assess and add accompaniments, sauces and syrups as required.
    - 5.3. Visually evaluate dish and *adjust presentation*.
    - 5.4. Ensure food safety, quality and shelf life by storing food in appropriate *environmental conditions*.
    - 5.5. Clean work area and dispose of or store surplus and re-usable by-products according to organisational procedures, environmental considerations and cost-reduction initiatives.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

### SKILLS

Reading skills to:

### DESCRIPTION

- locate information in food preparation lists and standard recipes to determine food preparation requirements
- interpret manufacturer instructions for equipment
- locate and read date codes and rotation labels on food products.



- Writing skills to:
- record notes on recipe requirements.
- Numeracy skills to:
- calculate the number of portions
  - determine cooking times and temperatures
  - measure familiar quantities of ingredients using simple measuring instruments.
- Problem-solving skills to:
- evaluate quality of ingredients and finished dishes and make adjustments to ensure a quality product
  - adjust taste, texture and appearance of food products according to identified deficiencies.
- Planning and organising skills to:
- efficiently sequence the stages of food preparation and production.
- Self-management skills to:
- manage own speed, timing and productivity.

## Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

***Food quality adjustments*** must involve consideration of factors relating to:

- taste
- temperature
- texture.

***Adjusting presentation*** must involve consideration of:

- accompaniments and garnishes to maximise visual appeal:
  - balance
  - colour
  - contrast
- plating food for practicality of:
  - customer consumption
  - service
- wiping drips and spills.

***Environmental conditions*** must ensure appropriate:

- atmosphere
- humidity
- light
- packaging
- temperature

- use of containers
- ventilation.

## Unit Mapping Information

SITHASC302 Produce Asian desserts

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITHASC009 Prepare Asian desserts

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- follow standard recipes to prepare at least six desserts from at least one of the following types of cuisine:
  - Chinese
  - Indian
  - Indonesian
  - Malay and Nonya
  - Thai
  - Vietnamese
- prepare the above desserts demonstrating at least eight of the preparation and cookery methods listed in the knowledge evidence
- at least one of the dessert items prepared must be:
  - hot
  - cold
  - for a special occasion
- prepare above desserts for at least six different customers:
  - within commercial time constraints
  - reflecting required quantities to be produced
  - following procedures for portion control and food safety practices when handling and storing Asian desserts
  - responding to special customer requests and dietary requirements.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- culinary terms and trade names for ingredients commonly used in the production of Asian desserts
- required changes to desserts to reflect cultural and regional considerations and variations
- contents of stock date codes and rotation labels characteristics of ingredients and finished dishes:

- accompaniments and garnishes
- appearance and presentation
- freshness and other quality indicators
- nutritional value
- service style
- special occasion desserts
- taste
- texture and consistency
- preparation and cookery methods for Asian desserts:
  - baking
  - boiling
  - chilling
  - deep-frying
  - filling
  - freezing
  - marinating
  - shaping ingredients
  - simmering
  - steaming
- special occasions:
  - banquets
  - commemorative events
  - feast days
  - symbolic events
  - weddings
- appropriate environmental conditions for storing Asian desserts to:
  - ensure food safety
  - optimise shelf life
- safe operational practices using essential functions and features of equipment used to produce Asian desserts.

## Assessment Conditions

Skills must be demonstrated in an operational commercial kitchen. This can be:

- an industry workplace
- a simulated industry environment, such as a training kitchen servicing customers.

Assessment must ensure access to:

- fixtures and large equipment:
  - commercial:

- blenders and food mills
- food processors
- planetary mixers
- commercial grade work benches (1.5m/person)
- commercial refrigeration facilities:
  - freezer
  - fridge
- designated area for storage of dry goods and perishables
- double sink
- gas electric or induction stove tops (two burners per person)
- grillers, burners, ovens or salamanders as appropriate for the type of cuisine
- small equipment:
  - baking sheets and trays
  - beaters
  - bowls
  - cake tins with:
    - fixed base in a range of shapes
    - loose bottom
  - cutting boards
  - food handler gloves
  - knives:
    - bread knives
    - carving knives
    - large serrated cake knives
    - utility knives
  - ladles
  - measures:
    - metric calibrated measuring jugs
    - measuring spoons
    - portion controlled scoops
  - marble bench or slab
  - moulds and forms
  - oven mitts
  - piping bags and attachments
  - small utensils:
    - flour and drum sieves
    - strainers
    - scrapers
    - spatulas
    - pastry brush

- fruit corers
- whisks:
  - fine stainless steel wire
  - coarse stainless steel wire
- scales
- service-ware:
  - platters, dishes and bowls
  - cutlery and serving utensils
- sets of stainless steel bowls
- spoons:
  - large plain and slotted metal spoons
  - ladles in a variety of sizes
  - serving spoons
  - wooden spoons
- traditional and contemporary steamers
- diverse and comprehensive range of perishable food supplies for Asian cookery
- cleaning materials and equipment:
  - cleaning cloths
  - commercial cleaning and sanitising agents and chemicals for cleaning commercial kitchens, equipment and food storage areas
  - dustpans and brooms
  - garbage bins and bags
  - hand towel dispenser and hand towels
  - mops and buckets
  - separate hand basin and antiseptic liquid soap dispenser for hand washing
  - sponges, brushes and scourers
  - tea towels
- organisational specifications:
  - equipment manufacturer instructions
  - current commercial stock control procedures and documentation for ordering, monitoring and maintaining stock
  - mise en place lists, menus, standard recipes and recipes for special dietary requirements
  - ordering and docketing paperwork
  - food safety plan
  - guidelines relating to food disposal, storage and presentation requirements
  - safety data sheets (SDS) for cleaning agents and chemicals
- industry-realistic ratios of kitchen staff to customers; these can be:
  - staff and customers in an industry workplace during the assessment process; or

- individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## **Links**

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# SITHASC010 Prepare Japanese cooked dishes

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to produce a range of Japanese dishes. It requires the ability to select and prepare ingredients, and to use relevant equipment and cookery methods.

The unit applies to hospitality and catering organisations that offer Japanese cuisine and to cooks who usually work under the guidance of more senior chefs.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## Pre-requisite Unit

SITXFSA001 Use hygienic practices for food safety

## Competency Field

Asian Cookery

## Unit Sector

Hospitality

## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential outcomes.

1. Select ingredients.

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1.1. Confirm food production requirements from food preparation list and standard recipes.

1.2. Calculate ingredient amounts according to requirements.

1.3. Identify and select ingredients from stores according to recipe, quality, freshness and stock rotation requirements.



- 1.4. Check perishable supplies for spoilage or contamination prior to preparation.
2. Select, prepare and use equipment.
  - 2.1. Select type and size of equipment suitable to requirements.
  - 2.2. Safely assemble and ensure cleanliness of equipment before use.
  - 2.3. Use equipment safely and hygienically according to manufacturer instructions.
3. Portion and prepare ingredients.
  - 3.1. Sort and assemble ingredients according to food production sequencing.
  - 3.2. Measure, weigh and portion ingredients according to recipe requirements.
  - 3.3. Prepare, cut and portion ingredients according to recipe and cooking style.
  - 3.4. Minimise waste to maximise profitability of food items prepared.
4. Cook Japanese dishes.
  - 4.1. Select and use relevant cookery methods.
  - 4.2. Prepare stocks according to recipe specifications.
  - 4.3. Prepare condiments and accompaniments according to recipe guidelines.
  - 4.4. Prepare and use marinades following required steps to ensure flavour balance and fragrance quality.
  - 4.5. Follow standard recipes and make *food quality adjustments* within scope of responsibility.
5. Present and store Japanese cooked dishes.
  - 5.1. Present dishes on appropriate service-ware.
  - 5.2. Add sauces and garnishes according to standard recipes.
  - 5.3. Visually evaluate dish and *adjust presentation*.
  - 5.4. Store dishes in appropriate *environmental conditions*.
  - 5.5. Clean work area and dispose of or store surplus and re-usable by-products according to organisational procedures, environmental considerations and cost-reduction initiatives.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

### SKILLS

### DESCRIPTION

Reading skills to:

- locate information in food preparation lists and standard recipes to determine food preparation requirements
- interpret manufacturer instructions for equipment
- locate and read date codes and rotation labels on food products.

- Writing skills to:
- record notes on recipe requirements.
- Numeracy skills to:
- calculate the number of portions
  - determine cooking times and temperatures
  - measure familiar quantities of ingredients using simple measuring instruments.
- Problem-solving skills to:
- evaluate quality of meat and finished dishes and make adjustments to ensure a quality product
  - adjust taste, texture and appearance of food products according to identified deficiencies.
- Planning and organising skills to:
- efficiently sequence the stages of food preparation and production.
- Self-management skills to:
- manage own speed, timing and productivity.

## Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

***Food quality adjustments*** must involve consideration of factors relating to:

- taste
- temperature
- texture.

***Adjusting presentation*** must involve consideration of:

- accompaniments and garnishes to maximise visual appeal:
  - balance
  - colour
  - contrast
- plating food for practicality of:
  - customer consumption
  - service
- wiping drips and spills.

*Environmental conditions* must ensure appropriate:

- atmosphere
- humidity
- light
- packaging
- temperature
- use of containers
- ventilation.

## Unit Mapping Information

SITHASC303 Produce Japanese cooked dishes

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITHASC010 Prepare Japanese cooked dishes

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- follow standard recipes to prepare at least two different Japanese cooked dishes from each of the following food groups:
  - condiments or stocks
  - meat
  - seafood
  - seaweed
  - tofu
  - vegetables
- prepare the above dishes using each of the following cookery methods at least once:
  - deep-frying
  - grilling
  - one-pot cookery
  - simmering
  - steaming
- prepare the above dishes for at least six different customers:
  - within commercial time constraints
  - reflecting required quantities to be produced
  - following procedures for portion control and food safety practices when handling and storing Japanese cooked dishes
  - responding to special customer requests and dietary requirements.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- culinary terms and trade names for ingredients commonly used in the production of different Japanese cooked dishes:
  - condiments:
    - dried

- fresh
- preserved
- meat:
  - beef
  - chicken
  - pork
- seafood:
  - fish
  - prawns
  - squid
- seaweed
- stocks:
  - dashi
  - katsuo
- tofu
- vegetables:
  - beans
  - leafy
  - root
- required changes to dishes to reflect cultural and regional considerations and variations
- contents of stock date codes and rotation labels
- characteristics of Japanese cooked dishes:
  - appearance and presentation
  - freshness and other quality indicators
  - historical and cultural derivations
  - nutritional value
  - service style
  - taste
  - texture
- cookery methods for Japanese cooked dishes as specified in the performance evidence
- appropriate environmental conditions for storing Japanese cooked dishes to:
  - ensure food safety
  - optimise shelf life
- knife care and maintenance
- safe operational practices using essential functions and features of equipment used to produce Japanese cooked dishes.

## Assessment Conditions

Skills must be demonstrated in an operational commercial kitchen. This can be:

- an industry workplace
- a simulated industry environment, such as a training kitchen servicing customers.

Assessment must ensure use of:

- fixtures and large equipment:
  - commercial:
    - blenders and food mills
    - food processors
    - planetary mixers
  - commercial grade work benches (1.5m/person)
  - commercial refrigeration facilities:
    - freezer
    - fridge
  - designated storage area for dry goods and perishables
  - double sink
  - gas electric or induction stove tops (two burners per person)
  - grillers, burners, ovens or salamanders as appropriate for the type of cuisine
- small equipment:
  - barrels
  - baskets
  - containers for hot and cold food
  - cast iron items
  - cutting boards
  - food handler gloves
  - graters and peelers
  - electric rice cookers and steamers
  - knives:
    - butcher and boning knives
    - carving knives
    - filleting knives
    - utility knives
  - measures:
    - metric calibrated measuring jugs
    - measuring spoons
    - portion controlled scoops
  - pans and pots:
    - stainless steel, cast iron and non-stick fry pans
    - stock pots
    - woks

- salad spinner
- scoops and skimmers
- scales
- service-ware:
  - platters, dishes, and bowls
  - cutlery and serving utensils
  - chopsticks
- sets of stainless steel bowls
- sieves
- sharpening steels and stones
- spoons:
  - large plain and slotted metal spoons
  - ladles in a variety of sizes
  - serving spoons
  - wooden spoons
- steamers
- strainers
- diverse and comprehensive range of perishable food supplies for Asian cookery
- cleaning materials and equipment:
  - cleaning cloths
  - commercial cleaning and sanitising agents and chemicals for cleaning commercial kitchens, equipment and food storage areas
  - dustpans and brooms
  - garbage bins and bags
  - hand towel dispenser and hand towels
  - mops and buckets
  - separate hand basin and antiseptic liquid soap dispenser for hand washing
  - sponges, brushes and scourers
  - tea towels
- organisational specifications:
  - equipment manufacturer instructions
  - current commercial stock control procedures and documentation for ordering, monitoring and maintaining stock
  - mise en place lists, menus, standard recipes and recipes for special dietary requirements
  - ordering and docketing paperwork
  - food safety plan
  - guidelines relating to food disposal, storage and presentation requirements
  - safety data sheets (SDS) for cleaning agents and chemicals
- industry-realistic ratios of kitchen staff to customers; these can be:

- staff and customers in an industry workplace during the assessment process; or
- individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>



# SITHASC011 Prepare sashimi

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to prepare and present raw fish dishes for Japanese cuisine. It requires the ability to select and prepare ingredients, using relevant equipment.

The unit applies to hospitality and catering organisations that offer Japanese cuisine, and to cooks who usually work under the guidance of more senior chefs.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## Pre-requisite Unit

SITXFSA001 Use hygienic practices for food safety

## Competency Field

Asian Cookery

## Unit Sector

Hospitality

## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential outcomes

1. Select ingredients.

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1.1. Confirm food production requirements from food preparation list and standard recipes.

1.2. Calculate ingredient amounts according to requirements.

1.3. Identify and select sashimi ingredients from stores according to recipe, quality, freshness and stock rotation requirements.

- 1.4. Check perishable supplies for spoilage or contamination and evaluate freshness and quality of fish prior to preparation.
2. Select, prepare and use equipment.
  - 2.1. Select type and size of knives and equipment suitable to requirements.
  - 2.2. Safely assemble and ensure cleanliness of equipment before use.
  - 2.3. Use knives and equipment safely and hygienically according to manufacturer instructions.
3. Prepare fish and accompaniments.
  - 3.1. Maintain and kill live seafood in a humane manner and according to regulations.
  - 3.2. Clean, gut and fillet fish and shellfish efficiently.
  - 3.3. Prepare accompaniments according to recipe requirements.
  - 3.4. Minimise waste to maximise profitability of food items prepared.
4. Present and store sashimi.
  - 4.1. Serve sashimi on service-ware of appropriate shape, size and colour taking steps to retain freshness and quality.
  - 4.2. Present sashimi with required garnishes, sauces, dips and accompaniments according to regional and recipe requirements.
  - 4.3. Visually evaluate dish and *adjust presentation*.
  - 4.4. Ensure food safety, quality and shelf life by storing food in appropriate *environmental conditions*.
  - 4.5. Clean work area and dispose of or store surplus and re-usable by-products according to organisational procedures, environmental considerations and cost-reduction initiatives.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

### SKILLS

### DESCRIPTION

- |                     |   |
|---------------------|---|
| Reading skills to:  | <ul style="list-style-type: none"> <li>• locate information in food preparation lists and standard recipes to determine food preparation requirements</li> <li>• interpret manufacturer instructions for equipment</li> <li>• locate and read date codes and rotation labels on food products.</li> </ul> |
| Writing skills to:  | <ul style="list-style-type: none"> <li>• record notes on recipe requirements.</li> </ul>  |
| Numeracy skills to: | <ul style="list-style-type: none"> <li>• calculate the number of portions</li> <li>• determine cooking times and temperatures</li> <li>• measure familiar quantities of ingredients using simple</li> </ul>   |

- measuring instruments.
- Problem-solving skills to:
- evaluate quality of ingredients and finished dishes and make adjustments to ensure a quality product
  - adjust flavourings where sauces and accompaniments are not balanced as required.
- Planning and organising skills to:
- efficiently sequence the stages of food preparation and production.
- Self-management skills to:
- manage own speed, timing and productivity.

## Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

- Adjusting presentation*** must involve consideration of:
- accompaniments and garnishes to maximise visual appeal:
    - balance
    - colour
    - contrast
  - plating food for practicality of:
    - customer consumption
    - service
  - wiping drips or spills.
- Environmental conditions*** must ensure appropriate:
- atmosphere
  - humidity
  - light
  - packaging
  - temperature
  - use of containers
  - ventilation.

## Unit Mapping Information

SITHASC304 Produce sashimi

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITHASC011 Prepare sashimi

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- prepare each of the following types of sashimi:
  - kobujime
  - sashimi (moriawase)
  - tataki
  - usu zukuri
- prepare each of the following sashimi accompaniments:
  - fresh condiments:
    - daikon
    - ginger root and sauces
    - wasabi
  - prepared items:
    - momiji oroshi
    - tosa joyu
- demonstrate use of the following methods when preparing sashimi:
  - cutting
  - portioning
  - uniformity
- prepare the above sashimi for at least six different customers:
  - within commercial time constraints
  - reflecting required quantities to be produced
  - following procedures for food safety practices when handling and storing sashimi
  - responding to special customer requests and dietary requirements.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- culinary terms and trade names for sashimi ingredients:
  - fish types
  - herbs and spices

- condiments
- thickening and flavouring agents
- seasoning delicacies
- required changes to sashimi to reflect cultural and regional considerations and variations
- contents of stock date codes and rotation labels
- characteristics of sashimi:
  - accompaniments and garnishes
  - appearance and presentation:
    - artistic arrangement
    - uniformity of pieces
  - freshness and other quality indicators:
    - clear eyes
    - correct colour of scales
    - firm texture of flesh
    - moist but not slimy
    - pleasant sea odour
    - red gills
  - nutritional value
  - service style
  - taste
  - texture
- items required for:
  - momiji oroshi
  - sarashi-negi
- preparation methods for sashimi:
  - cutting
  - portioning
  - uniformity
- appropriate environmental conditions for storing sashimi to:
  - ensure food safety
  - optimise shelf life
- safe operational practices using essential functions and features of equipment used to produce and present sashimi.

## Assessment Conditions

Skills must be demonstrated in an operational commercial kitchen. This can be:

- an industry workplace
- a simulated industry environment such as a training kitchen servicing customers.

Assessment must ensure access to:

- fixtures and large equipment:
  - commercial:
    - blenders and food mills
    - food processors
    - planetary mixers
  - commercial grade work benches (1.5m/person)
  - commercial refrigeration facilities:
    - freezer
    - fridge
  - designated storage area for dry goods and perishables
  - double sink
- small equipment:
  - cutting boards
  - food handler gloves
  - graters and peelers
  - knives:
    - carving knives
    - filleting knives
    - utility knives
  - measures:
    - metric calibrated measuring jugs
    - measuring spoons
    - portion controlled scoops
  - mincers
  - scales
  - service-ware:
    - platters, dishes, and bowls
    - cutlery and serving utensils
    - chopsticks
  - sets of stainless steel bowls
  - sharpening steels and stones
  - stone grinders
- cleaning materials and equipment:
  - cleaning cloths
  - commercial cleaning and sanitising agents and chemicals for cleaning commercial kitchens, equipment and food storage areas
  - dustpans and brooms
  - garbage bins and bags
  - hand towel dispenser and hand towels

- mops and buckets
- separate hand basin and antiseptic liquid soap dispenser for hand washing
- sponges, brushes and scourers
- tea towels
- organisational specifications:
  - equipment manufacturer instructions
  - current commercial stock control procedures and documentation for ordering, monitoring and maintaining stock
  - mise en place lists, menus, standard recipes and recipes for special dietary requirements
  - ordering and docketing paperwork
  - food safety plan
  - guidelines relating to food disposal, storage and presentation requirements
  - safety data sheets (SDS) for cleaning agents and chemicals
- diverse and comprehensive range of perishable food supplies for Asian cookery
- industry-realistic ratios of kitchen staff to customers; these can be:
  - staff and customers in an industry workplace during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>



# SITHASC012 Prepare sushi

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to produce sushi. It requires the ability to select and prepare ingredients, and to use relevant equipment and cookery methods.

The unit applies to hospitality and catering organisations that offer Japanese cuisine, and to cooks who usually work under the guidance of more senior chefs.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## Pre-requisite Unit

SITXFSA001 Use hygienic practices for food safety

## Competency Field

Asian Cookery

## Unit Sector

Hospitality

## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential outcomes

1. Select ingredients.

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1.1. Confirm food production requirements from food preparation list and standard recipes.

1.2. Calculate ingredient amounts according to requirements.

1.3. Identify and select sushi ingredients from stores according to recipe, quality, freshness and stock rotation requirements.

- 1.4. Check perishable supplies for spoilage or contamination prior to preparation.
2. Select, prepare and use equipment.
  - 2.1. Select type and size of equipment suitable to requirements.
  - 2.2. Safely assemble and ensure cleanliness of equipment before use.
  - 2.3. Use equipment safely and hygienically according to manufacturer instructions.
3. Portion and prepare ingredients.
  - 3.1. Sort and assemble ingredients according to food production sequencing.
  - 3.2. Measure, weigh and portion ingredients according to recipe requirements.
  - 3.3. Prepare stock according to recipe and cook rice.
  - 3.4. Minimise waste to maximise profitability of food items prepared.
4. Prepare sushi.
  - 4.1. Create sushi items using sushi mat.
  - 4.2. Prepare accompaniments and garnishes, according to required style and recipe.
  - 4.3. Follow standard recipes and make adjustments within scope of responsibility.
5. Present and store sushi.
  - 5.1. Serve sushi on service-ware of appropriate shape, size and colour.
  - 5.2. Present sushi with required garnishes, sauces, dips and accompaniments.
  - 5.3. Visually evaluate dish and *adjust presentation*.
  - 5.4. Ensure food safety, quality and shelf life by storing food in appropriate *environmental conditions*.
  - 5.5. Clean work area and dispose of or store surplus and re-usable by-products according to organisational procedures, environmental considerations and cost-reduction initiatives.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

### SKILLS

### DESCRIPTION

Reading skills to:

- locate information in food preparation lists and standard recipes to determine food preparation requirements
- interpret manufacturer instructions for equipment
- locate and read date codes and rotation labels on food products.

Writing skills to:

- record notes on recipe requirements.

- Numeracy skills to:
- calculate the number of portions
  - determine cooking times and temperatures
  - measure familiar quantities of ingredients using simple measuring instruments.
- Problem-solving skills to:
- evaluate quality of ingredients and finished dishes and make adjustments to ensure a quality product
  - adjust flavourings where sushi, sauces and accompaniments are not balanced.
- Planning and organising skills to:
- efficiently sequence the stages of food preparation and production.
- Self-management skills to:
- manage own speed, timing and productivity.

## Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

- Adjusting presentation*** must involve consideration of:
- accompaniments and garnishes to maximise visual appeal:
    - balance
    - colour
    - contrast
  - plating food for practicality of:
    - customer consumption
    - service
  - wiping drips or spills.
- Environmental conditions*** must ensure appropriate:
- atmosphere
  - humidity
  - light
  - packaging
  - temperature
  - use of containers
  - ventilation.

## Unit Mapping Information

SITHASC305 Produce sushi

### Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITHASC012 Prepare sushi

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- prepare each of the following types of sushi:
  - chirashi
  - maki
  - nagiri
  - oshi
- prepare each of the following sushi accompaniments:
  - aromatics
  - pickled vegetables
  - salad items:
    - herbs
    - pungent mustard sprouts
  - sauces for dipping:
    - nikiri joyu
    - nitsume joyu
- demonstrate use of the following methods when preparing sushi:
  - blending and balancing flavours and aromatics
  - cutting
  - rolling the sushi mat
- prepare above sushi for at least six different customers:
  - within commercial time constraints
  - reflecting required quantities to be produced
  - following procedures for portion control and food safety practices when handling and storing sushi
  - responding to special customer requests and dietary requirements.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- culinary terms and trade names for ingredients commonly used in the production of sushi:

- herbs and spices
- condiments
- thickening and flavouring agents
- season delicacies
- required changes to sushi to reflect cultural and regional considerations and variations
- contents of stock date codes and rotation labels
- characteristics of sushi ingredients and finished dishes:
  - accompaniments and garnishes
  - acid balance
  - appearance and presentation
  - freshness and other quality indicators
  - nutritional value
  - rice types
  - service style
  - taste
  - texture
  - preparation methods for sushi listed in the performance evidence
- appropriate environmental conditions for storing sushi to:
  - ensure food safety
  - optimise shelf life
- safe operational practices using essential functions and features of the equipment used to produce and present sushi.

## Assessment Conditions

Skills must be demonstrated in an operational commercial kitchen. This can be:

- an industry workplace
- a simulated industry environment, such as a training kitchen servicing customers.

Assessment must ensure access to:

- fixtures and large equipment:
  - commercial:
    - blenders and food mills
    - food processors
    - planetary mixers
  - commercial grade work benches (1.5m/person)
  - commercial refrigeration facilities:
    - freezer
    - fridge
  - designated storage area for dry goods and perishables

- double sink
- gas electric or induction stove tops (two burners per person)
- grillers, burners, ovens or salamanders as appropriate for the type of cuisine
- small equipment:
  - cutting boards
  - food handler gloves
  - graters and peelers
  - electric rice cookers and steamers
  - knives:
    - carving knives
    - filleting knives
    - utility knives
  - measures:
    - metric calibrated measuring jugs
    - measuring spoons
    - portion controlled scoops
  - salad spinner
  - scales
  - sets of stainless steel bowls
  - service-ware:
    - platters, dishes and bowls
    - cutlery and serving utensils
    - chopsticks
  - strainers
  - sushi mat
  - tongs and serving utensils
  - wooden items:
    - mixing spoon
    - sushi bowl
- diverse and comprehensive range of perishable food supplies for Asian cookery
- cleaning materials and equipment:
  - cleaning cloths
  - commercial cleaning and sanitising agents and chemicals for cleaning commercial kitchens, equipment and food storage areas
  - dustpans and brooms
  - garbage bins and bags
  - hand towel dispenser and hand towels
  - mops and buckets
  - separate hand basin and antiseptic liquid soap dispenser for hand washing
  - sponges, brushes and scourers

- tea towels
- organisational specifications:
  - equipment manufacturer instructions
  - current commercial stock control procedures and documentation for ordering, monitoring and maintaining stock
  - mise en place lists, menus, standard recipes and recipes for special dietary requirements
  - ordering and docketing paperwork
  - food safety plan
  - guidelines relating to food disposal, storage and presentation requirements
  - safety data sheets (SDS) for cleaning agents and chemicals
- industry-realistic ratios of kitchen staff to customers; these can be:
  - staff and customers in an industry workplace during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -  
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# SITHASC013 Produce Japanese desserts

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to prepare fruits, cakes and sweetmeats in Japanese cuisine. It requires the ability to select and prepare ingredients, and to use relevant equipment and cookery methods.

The unit applies to hospitality and catering organisations that offer Japanese cuisine, and to cooks who usually work under the guidance of more senior chefs.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## Pre-requisite Unit

SITXFSA001 Use hygienic practices for food safety

## Competency Field

Asian Cookery

## Unit Sector

Hospitality

## Elements and Performance Criteria

### ELEMENTS

### PERFORMANCE CRITERIA

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- |                        |  |
|------------------------|--|
| 1. Select ingredients. | 1.1. Confirm food production requirements from food preparation list and standard recipes.   |
|                        | 1.2. Calculate ingredient amounts according to requirements.   |
|                        | 1.3. Identify and select ingredients for Japanese cakes and sweetmeats from stores according to recipe, quality, freshness and stock |

- rotation requirements.
- 1.4. Check perishable supplies for spoilage or contamination prior to preparation.
  2. Select, prepare and use equipment.
    - 2.1. Select type and size of equipment suitable to requirements.
    - 2.2. Safely assemble and ensure cleanliness of equipment before use.
    - 2.3. Use equipment safely and hygienically according to manufacturer instructions.
  3. Portion and prepare ingredients.
    - 3.1. Sort and assemble ingredients according to food production sequencing.
    - 3.2. Measure, weigh and portion wet and dry ingredients according to recipe.
    - 3.3. Minimise waste to maximise profitability of food items prepared.
  4. Prepare sweetmeats.
    - 4.1. Prepare desserts and sweets in correct shapes and sizes and with correct fillings, according to recipe requirements.
    - 4.2. Select and use cookery methods for Japanese cakes and sweetmeats.
    - 4.3. Follow safe procedures for reheated items.
    - 4.4. Follow standard recipes and make *food quality adjustments* within scope of responsibility.
  5. Present and store sweetmeats.
    - 5.1. Present Japanese cakes and sweetmeats on appropriate service-ware.
    - 5.2. Assess and add accompaniments, sauces and syrups as required.
    - 5.3. Visually evaluate dish and *adjust presentation*.
    - 5.4. Ensure food safety, quality and shelf life by storing food in appropriate *environmental conditions*.
    - 5.5. Clean work area and dispose of or store surplus and re-usable by-products according to organisational procedures, environmental considerations and cost-reduction initiatives.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

### SKILLS

### DESCRIPTION

Reading skills to:

- locate information in food preparation lists and standard recipes to determine food preparation requirements
- interpret manufacturer instructions for equipment
- locate and read date codes and rotation labels on food products.

- Writing skills to:
- record notes on recipe requirements.
- Numeracy skills to:
- calculate the number of portions
  - determine cooking times and temperatures
  - measure familiar quantities of ingredients using simple measuring instruments.
- Problem-solving skills to:
- evaluate quality of ingredients and finished dishes and make adjustments to ensure a quality product
  - adjust taste, texture and appearance of food products according to identified deficiencies.
- Planning and organising skills to:
- efficiently sequence the stages of food preparation and production.
- Self-management skills to:
- manage own speed, timing and productivity.

## Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

***Food quality adjustments*** must involve consideration of factors relating to:

- taste
- temperature
- texture.

***Adjusting presentation*** must involve consideration of:

- accompaniments and garnishes to maximise visual appeal:
  - balance
  - colour
  - contrast
- plating food for practicality of:
  - customer consumption
  - service
- wiping drips and spills.

***Environmental conditions*** must ensure appropriate:

- atmosphere
- humidity
- light
- packaging
- temperature

- use of containers
- ventilation.

## Unit Mapping Information

SITHASC306 Produce Japanese desserts

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITHASC013 Produce Japanese desserts

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- follow standard recipes to prepare at least one of each of the following types of Japanese dessert items:
  - bean jelly
  - soft cakes
  - pastes
  - sweet bean soup
- demonstrate use of each of the following methods at least once when preparing above desserts:
  - filling
  - shaping
- prepare above desserts for at least six different customers:
  - within commercial time constraints
  - reflecting required quantities to be produced
  - following procedures for portion control and food safety practices when handling and storing Japanese desserts
  - responding to special customer requests and dietary requirements.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- culinary terms and trade names for ingredients commonly used in the production of Japanese cakes and sweetmeats
- required changes to Japanese cakes and sweetmeats to reflect cultural and regional considerations and variations
- contents of stock date codes and rotation labels
- characteristics of ingredients and finished dishes:
  - accompaniments and garnishes
  - appearance and presentation
  - freshness and other quality indicators

- nutritional value
- service style
- role of the sweet course in Japanese cuisine
- taste
- texture
- preparation methods for Japanese cakes and sweetmeats listed in performance evidence
- appropriate environmental conditions for storing Japanese cakes and sweetmeats to:
  - ensure food safety
  - optimise shelf life
- safe operational practices using essential functions and features of equipment used to produce Japanese cakes and sweetmeats.

## Assessment Conditions

Skills must be demonstrated in an operational commercial kitchen. This can be:

- an industry workplace
- a simulated industry environment, such as a training kitchen servicing customers.

Assessment must ensure access to:

- fixtures and large equipment:
  - commercial:
    - blenders and food mills
    - food processors
    - planetary mixers
  - commercial grade work benches (1.5m/person)
  - commercial refrigeration facilities:
    - freezer
    - fridge
  - designated storage area for dry goods and perishables
  - double sink
  - gas electric or induction stove tops (two burners per person)
  - grillers, burners, ovens or salamanders as appropriate for the type of cuisine
- small equipment:
  - baking sheets and trays
  - beaters
  - bowls
  - cake tins with:
    - fixed base in a range of shapes
    - loose bottom
  - cutting boards

- food handler gloves
- knives:
  - bread knives
  - carving knives
  - large serrated cake knives
  - utility knives
- ladles
- marble bench or slab
- measures:
  - metric calibrated measuring jugs
  - measuring spoons
  - portion controlled scoops
- moulds and forms
- piping bags and attachments
- service-ware:
  - platters, dishes and bowls
  - cutlery and serving utensils
  - chopsticks
- scales
- sets of stainless steel bowls
- silicon mats
- small utensils:
  - flour and drum sieves
  - strainers
  - scrapers
  - spatulas
  - pastry brush
  - fruit corers
  - whisks:
    - fine stainless steel wire
    - coarse stainless steel wire
- spoons:
  - large plain and slotted metal spoons
  - ladles in a variety of sizes
  - serving spoons
  - wooden spoons
- traditional and contemporary steamers
- diverse and comprehensive range of perishable food supplies for Asian cookery
- cleaning materials and equipment:
  - cleaning cloths

- commercial cleaning and sanitising agents and chemicals for cleaning commercial kitchens, equipment and food storage areas
- dustpans and brooms
- garbage bins and bags
- hand towel dispenser and hand towels
- mops and buckets
- separate hand basin and antiseptic liquid soap dispenser for hand washing
- sponges, brushes and scourers
- tea towels
- organisational specifications:
  - equipment manufacturer instructions
  - current commercial stock control procedures and documentation for ordering, monitoring and maintaining stock
  - mise en place lists, menus, standard recipes and recipes for special dietary requirements
  - ordering and docketing paperwork
  - food safety plan
  - guidelines relating to food disposal, storage and presentation requirements
  - safety data sheets (SDS) for cleaning agents and chemicals
- industry-realistic ratios of kitchen staff to customers; these can be:
  - staff and customers in an industry workplace during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>



# SITHASC014 Prepare dim sum

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to prepare and cook dim sum following standard recipes. It requires the ability to select, prepare and portion ingredients and to use relevant equipment and cookery methods.

The unit applies to hospitality and catering organisations that offer Chinese cuisine, and to cooks who usually work under the guidance of more senior chefs.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## Pre-requisite Unit

SITXFSA001 Use hygienic practices for food safety

## Competency Field

Asian Cookery

## Unit Sector

Hospitality

## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential outcomes.

1. Select ingredients.

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Confirm food production requirements from food preparation list and standard recipes.
- 1.2. Calculate ingredient amounts according to requirements.
- 1.3. Identify and select dim sum ingredients from stores according to recipe, quality, freshness and stock rotation requirements.

- 1.4. Check perishable supplies for spoilage or contamination prior to preparation.
2. Select, prepare and use equipment.
  - 2.1. Select type and size of equipment suitable to requirements.
  - 2.2. Safely assemble and ensure cleanliness of equipment before use.
  - 2.3. Use equipment safely and hygienically according to manufacturer instructions.
3. Portion and prepare ingredients.
  - 3.1. Sort and assemble ingredients according to food production sequencing.
  - 3.2. Measure, weigh and portion ingredients according to recipe requirements.
  - 3.3. Minimise waste to maximise profitability of food items prepared.
4. Cook dim sum.
  - 4.1. Portion dim sum precisely.
  - 4.2. Prepare fillings, glazing and coating agents to correct consistency, according to recipe.
  - 4.3. Size and shape buns and dumplings.
  - 4.4. Select and use dim sum cookery methods.
  - 4.5. Prepare accompaniments as required.
  - 4.6. Follow standard recipes and make *food quality adjustments* within scope of responsibility.
5. Present and store sweet and savoury dim sum.
  - 5.1. Portion and serve dim sum according to recipe requirements.
  - 5.2. Present dim sum on appropriate service-ware.
  - 5.3. Add accompaniments according to standard recipe requirements.
  - 5.4. Visually evaluate dish and *adjust presentation*.
  - 5.5. Ensure food safety, quality and shelf life by storing dim sum and accompaniments in appropriate *environmental conditions*.
  - 5.6. Clean work area and dispose of or store surplus and re-usable by-products according to organisational procedures, environmental considerations and cost-reduction initiatives.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

### SKILLS

### DESCRIPTION

Reading skills to:

- locate information in food preparation lists and standard recipes to determine food preparation requirements

- interpret manufacturer instructions for equipment
  - locate and read date codes and rotation labels on food products.
- Writing skills to:
- record notes on recipe requirements.
- Numeracy skills to:
- calculate the number of portions
  - determine cooking times and temperatures
  - measure familiar quantities of ingredients using simple measuring instruments.
- Problem-solving skills to:
- evaluate quality of dim sum and make adjustments to ensure a quality product
  - adjust taste and appearance of food products according to identified deficiencies.
- Planning and organising skills to:
- efficiently sequence the stages of food preparation and production.
- Self-management skills to:
- manage own speed, timing and productivity.

## Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

***Food quality adjustments*** must involve consideration of factors relating to:

- taste
- temperature
- texture.

***Adjusting presentation*** must involve consideration of:

- accompaniments and garnishes to maximise visual appeal:
  - balance
  - colour
  - contrast
- plating food for practicality of:
  - customer consumption
  - service
- wiping drips and spills.

***Environmental conditions*** must ensure appropriate:

- atmosphere
- humidity

- light
- packaging
- temperature
- use of containers
- ventilation.

## Unit Mapping Information

SITHASC307 Produce dim sum

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITHASC014 Prepare dim sum

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- prepare six different types of dim sum from the list in the knowledge evidence
- prepare appropriate accompaniments for the above dim sum
- demonstrate use of each of the following preparation methods when preparing dim sum:
  - blending and balancing flavours and aromatics
  - cutting
- demonstrate use of each of the following cookery methods and complete mise en place activities when preparing dim sum:
  - boiling
  - deep-frying
  - shallow frying
  - braising
  - steaming
- prepare above dim sum for at least six different customers:
  - within commercial time constraints
  - reflecting required quantities to be produced
  - following procedures for portion control and food safety practices when handling and storing dim sum
  - responding to special customer requests and dietary requirements.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- culinary terms and trade names for ingredients commonly used in the production of dim sum:
  - coating and setting agents
  - coconut products
  - fat compounds
  - fillings
  - flours
  - herbs and spices

- oils
- meat
- seafood
- vegetables
- required changes to dim sum to reflect cultural and regional considerations and variations
- contents of stock date codes and rotation labels
- characteristics of dim sum ingredients and finished dishes:
  - accompaniments and garnishes
  - appearance and presentation
  - freshness and other quality indicators
  - nutritional value
  - service style
  - taste
  - texture
- types of dim sum and preparation and cookery methods:
  - chicken buns
  - chive dumplings
  - pork buns
  - pork wontons
  - pot-sticker dumplings
  - prawn dumplings
  - soup meat buns
  - spring rolls
  - stuffed bean curd
  - stuffed crab claws
  - symbolic dim sum
  - vegetarian dumplings
- effects of cooking techniques on nutrition, taste, texture and appearance
- appropriate environmental conditions for storing dim sum products and dishes to:
  - ensure food safety
  - optimise shelf life
- safe operational practices using essential functions and features of equipment used to produce and present dim sum.

## Assessment Conditions

Skills must be demonstrated in an operational commercial kitchen. This can be:

- an industry workplace
- a simulated industry environment, such as a training kitchen servicing customers.

Assessment must ensure access to:

- fixtures and large equipment:
  - commercial:
    - blenders and food mills
    - food processors
    - planetary mixers
  - commercial grade work benches (1.5m/person)
  - commercial refrigeration facilities:
    - freezer
    - fridge
  - designated storage area for dry goods and perishables
  - double sink
  - gas electric or induction stove tops (two burners per person)
- small equipment:
  - containers for hot and cold food
  - cutting boards
  - food handler gloves
  - graters and peelers
  - knives:
    - filleting knives
    - utility knives
  - marble bench or slab
  - measures:
    - metric calibrated measuring jugs
    - measuring spoons
    - portion controlled scoops
  - mincers
  - mortar and pestle
  - pastry and dough rollers
  - pans and pots:
    - stainless steel, cast iron and non-stick fry pans
    - pots
  - service-ware:
    - platters, dishes and bowls
    - cutlery and serving utensils
    - chopsticks
  - small utensils:
    - flour and drum sieves
    - skimmers

- strainers
- scrapers
- spatulas
- pastry brush
- fruit corers
- whisks:
  - fine stainless steel wire
  - coarse stainless steel wire
- spoons:
  - large plain and slotted metal spoons
  - ladles in a variety of sizes
  - serving spoons
  - wooden spoons
- steamers:
  - traditional
  - electric
- diverse and comprehensive range of perishable food supplies for Asian cookery
- cleaning materials and equipment:
  - cleaning cloths
  - commercial cleaning and sanitising agents and chemicals for cleaning commercial kitchens, equipment and food storage areas
  - dustpans and brooms
  - garbage bins and bags
  - hand towel dispenser and hand towels
  - mops and buckets
  - separate hand basin and antiseptic liquid soap dispenser for hand washing
  - sponges, brushes and scourers
  - tea towels
- organisational specifications:
  - equipment manufacturer instructions
  - current commercial stock control procedures and documentation for ordering, monitoring and maintaining stock
  - mise en place lists, menus, standard recipes and recipes for special dietary requirements
  - ordering and docketing paperwork
  - food safety plan
  - guidelines relating to food disposal, storage and presentation requirements
  - safety data sheets (SDS) for cleaning agents and chemicals
- industry-realistic ratios of kitchen staff to customers; these can be:
  - staff and customers in an industry workplace during the assessment process; or



- individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## **Links**

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# SITHASC015 Prepare Chinese roast meat and poultry dishes

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to prepare and cook roast meats and poultry for Chinese cuisines. It requires the ability to select and prepare ingredients, and to use relevant equipment and cookery methods.

The unit applies to hospitality and catering organisations that offer Chinese cuisine and to cooks who usually work under the guidance of more senior chefs.

It mainly applies to Szechuan and Shanghai cooking but may also be relevant to other regional styles.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## Pre-requisite Unit

SITXFSA001 Use hygienic practices for food safety

## Competency Field

Asian Cookery

## Unit Sector

Hospitality

## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential outcomes

1. Select ingredients.

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1.1. Confirm food production requirements from food preparation

- list and standard recipes.
- 1.2. Calculate ingredient amounts according to requirements.
  - 1.3. Identify and select meat or poultry cuts for roasting from stores according to recipe, quality, freshness and stock rotation requirements.
  - 1.4. Select other ingredients and marinades according to recipe specification.
2. Select, prepare and use equipment.
    - 2.1. Select type and size of knives and equipment suitable to requirements.
    - 2.2. Safely assemble and ensure cleanliness of equipment before use.
    - 2.3. Use knives and other equipment safely and hygienically according to manufacturer instructions.
  3. Portion and prepare ingredients.
    - 3.1. Thaw frozen meat or poultry safely.
    - 3.2. Sort and assemble ingredients according to food production sequencing.
    - 3.3. Measure, weigh and portion ingredients according to recipe requirements.
    - 3.4. Select and use meat or poultry preparation techniques according to recipe requirements.
    - 3.5. Minimise waste to maximise profitability of food items prepared.
  4. Cook roast meat and poultry.
    - 4.1. Select and use appropriate cookery methods.
    - 4.2. Prepare marinades, stuffings and accompaniments as required.
    - 4.3. Follow standard recipes and make **food quality adjustments** within scope of responsibility.
  5. Present and store roast meat and poultry cuts.
    - 5.1. Portion and serve meat or poultry according to recipe requirements.
    - 5.2. Carve and portion meat or poultry using appropriate tools and techniques, taking account of meat and bone structure and waste minimisation.
    - 5.3. Add sauces and garnishes according to standard recipes.
    - 5.4. Visually evaluate dish and **adjust presentation**.
    - 5.5. Store dishes in appropriate **environmental conditions**.
    - 5.6. Clean work area and dispose of or store surplus and re-usable by-products according to organisational procedures, environmental considerations and cost-reduction initiatives.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance

criteria are listed here, along with a brief context statement.

| <b>SKILLS</b>                      | <b>DESCRIPTION</b>  |
|------------------------------------|---|
| Reading skills to:                 | <ul style="list-style-type: none"> <li>• locate information in food preparation lists and standard recipes to determine food preparation requirements</li> <li>• interpret manufacturer instructions for equipment</li> <li>• locate and read date codes and rotation labels on food products.</li> </ul> |
| Writing skills to:                 | <ul style="list-style-type: none"> <li>• record notes on recipe requirements.</li> </ul>  |
| Numeracy skills to:                | <ul style="list-style-type: none"> <li>• calculate the number of portions</li> <li>• determine cooking times and temperatures</li> <li>• measure familiar quantities of ingredients using simple measuring instruments.</li> </ul>  |
| Problem-solving skills to:         | <ul style="list-style-type: none"> <li>• evaluate quality of meat and finished dishes and make adjustments to ensure a quality product</li> <li>• adjust taste, texture and appearance of food products according to identified deficiencies.</li> </ul>  |
| Planning and organising skills to: | <ul style="list-style-type: none"> <li>• efficiently sequence the stages of food preparation and production.</li> </ul>   |
| Self-management skills to:         | <ul style="list-style-type: none"> <li>• manage own speed, timing and productivity.</li> </ul>  |

## Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

***Food quality adjustments*** must involve consideration of factors relating to:

- taste
- temperature
- texture.

***Adjusting presentation*** must involve consideration of:

- accompaniments and garnishes to maximise visual appeal:
  - balance
  - colour
  - contrast
- plating food for practicality of:
  - customer consumption

*Environmental conditions* must ensure appropriate:

- service
- wiping drips and spills.
- atmosphere
- humidity
- light
- packaging
- temperature
- use of containers
- ventilation.

## Unit Mapping Information

SITHASC308 Produce Chinese roast meat and poultry dishes

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITHASC015 Prepare Chinese roast meat and poultry dishes

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- prepare three Chinese roast meat and poultry dishes demonstrating use of each of the following cookery methods at least once:
  - barbecuing
  - basting
  - roasting
  - smoking
- prepare the above dishes demonstrating the following methods for preparing different cuts and types of meat or poultry as appropriate:
  - boning
  - cutting
  - drying
  - larding
  - marinating
  - mincing
  - rolling
  - skewering
  - tenderising
  - trimming
  - trussing and tying
- prepare above dishes for at least six different customers:
  - within commercial time constraints
  - reflecting required quantities to be produced
  - following procedures for portion control and food safety practices when handling and storing Chinese roast meats and poultry
  - responding to special customer requests and dietary requirements.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- culinary terms and trade names for:
  - ingredients commonly used in the production of different roast meat and poultry dishes
  - different cuts of meat and poultry and styles of cooking
- contents of stock date codes and rotation labels
- characteristics of meat and poultry products and finished dishes:
  - appearance
  - fat content
  - freshness and other quality indicators
  - historical and cultural derivations
  - primary, secondary and portioned cuts
  - nutritional value
  - taste
  - texture
- preparation methods listed in the performance evidence for different cuts and types of meat and poultry
- cookery methods listed in the performance evidence for different cuts and types of meat and poultry
- appropriate environmental conditions for storing meat and poultry products to:
  - ensure food safety
  - optimise shelf life
- knife care and maintenance
- safe operational practices for using essential functions and features of spit roast equipment used when preparing roast meat and poultry dishes.

## Assessment Conditions

Skills must be demonstrated in an operational commercial kitchen. This can be:

- an industry workplace
- a simulated industry environment, such as a training kitchen servicing customers.

Assessment must ensure access to:

- fixtures and large equipment:
  - barbecues
  - charcoal grills
  - commercial:
    - blenders and food mills
    - food processors
    - planetary mixers
  - commercial grade work benches (1.5m/person)
  - commercial ovens with trays (one per two persons)

- commercial refrigeration facilities:
  - freezer
  - fridge
- designated storage area for dry goods and perishables
- double sink
- open spit smoke ovens
- microwaves
- roasting drums
- small equipment:
  - containers for hot and cold food
  - cutting boards
  - food handlers gloves
  - knives and cleavers:
    - butcher and boning knives
    - carving knives
    - filleting knives
    - light and heavyweight cleavers
    - utility knives
  - measures:
    - metric calibrated measuring jugs
    - measuring spoons
    - portion controlled scoops
  - meat:
    - bats
    - cleavers
    - hooks
    - thermometers
    - mincers
    - saws
  - scales
  - sets of stainless steel bowls
  - sharpening steels and stones
  - skewers
- diverse and comprehensive range of perishable food supplies for Asian cookery
- cleaning materials and equipment:
  - cleaning cloths
  - commercial cleaning and sanitising agents and chemicals for cleaning commercial kitchens, equipment and food storage areas
  - dustpans and brooms
  - garbage bins and bags



- hand towel dispenser and hand towels
- mops and buckets
- separate hand basin and antiseptic liquid soap dispenser for hand washing
- sponges, brushes and scourers
- tea towels
- organisational specifications:
  - equipment manufacturer instructions
  - current commercial stock control procedures and documentation for ordering, monitoring and maintaining stock
  - mise en place lists, menus, standard recipes, and recipes for special dietary requirements
  - ordering and docketing paperwork
  - food safety plan
  - guidelines relating to food disposal, storage and presentation requirements
  - safety data sheets (SDS) for cleaning agents and chemicals
- industry-realistic ratios of kitchen staff to customers; these can be:
  - staff and customers in an industry workplace during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# SITHASC016 Prepare tandoori dishes

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to prepare and cook a variety of tandoori dishes. It requires the ability to select and prepare ingredients, and to use relevant equipment and cookery methods.

The unit applies to hospitality and catering organisations that offer Indian cuisine, and to cooks who usually work under the guidance of more senior chefs.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## Pre-requisite Unit

SITXFSA001 Use hygienic practices for food safety

## Competency Field

Asian Cookery

## Unit Sector

Hospitality

## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential outcomes.

1. Select ingredients.

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1.1. Confirm food production requirements from food preparation list and standard recipes.

1.2. Calculate ingredient amounts according to requirements.

1.3. Identify and select ingredients for tandoori dishes from stores according to recipe, quality, freshness and stock rotation

- requirements.
- 1.4. Check perishable supplies for spoilage or contamination prior to preparation.
  2. Select, prepare and use equipment.
    - 2.1. Select type and size of equipment suitable to requirements.
    - 2.2. Safely assemble and ensure cleanliness of equipment before use.
    - 2.3. Use equipment safely and hygienically according to manufacturer instructions.
  3. Portion and prepare ingredients.
    - 3.1. Sort and assemble ingredients according to food production sequencing.
    - 3.2. Measure, weigh and portion spices, tandoori and curry powders according to recipe requirements.
    - 3.3. Marinate ingredients under required conditions.
    - 3.4. Minimise waste to maximise profitability of food items prepared.
  4. Cook tandoori items.
    - 4.1. Select and use tandoori cooking methods according to recipe requirements.
    - 4.2. Follow standard recipes and make *food quality adjustments* within scope of responsibility.
  5. Present and store tandoori dishes.
    - 5.1. Present tandoori dishes on appropriate service-ware.
    - 5.2. Add accompaniments as required.
    - 5.3. Visually evaluate dish and *adjust presentation*.
    - 5.4. Ensure food safety, quality and shelf life by storing food in appropriate *environmental conditions*.
    - 5.5. Clean work area and dispose of or store surplus and re-usable by-products according to organisational procedures, environmental considerations and cost-reduction initiatives.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| <b>SKILLS</b>       | <b>DESCRIPTION</b>  |
|---------------------|---|
| Reading skills to:  | <ul style="list-style-type: none"> <li>• locate information in food preparation lists and standard recipes to determine food preparation requirements</li> <li>• interpret manufacturer instructions for equipment</li> <li>• locate and read date codes and rotation labels on food products.</li> </ul> |
| Writing skills to:  | <ul style="list-style-type: none"> <li>• record notes on recipe requirements.</li> </ul>  |
| Numeracy skills to: | <ul style="list-style-type: none"> <li>• calculate the number of portions</li> </ul>  |

- determine cooking times and temperatures
  - measure familiar quantities of ingredients using simple measuring instruments.
- Problem-solving skills to:
- evaluate quality of ingredients and finished dishes and make adjustments to ensure a quality product
  - adjust taste, texture and appearance of food products according to identified deficiencies.
- Planning and organising skills to:
- efficiently sequence the stages of food preparation and production.
- Self-management skills to:
- manage own speed, timing and productivity.

## Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

***Food quality adjustments*** must involve consideration of factors relating to:

- taste
- temperature
- texture.

***Adjusting presentation*** must involve consideration of:

- accompaniments and garnishes to maximise visual appeal:
  - balance
  - colour
  - contrast
- plating food for practicality of:
  - customer consumption
  - service
- wiping drips and spills.

***Environmental conditions*** must ensure appropriate:

- atmosphere
- humidity
- light
- packaging
- temperature
- use of containers
- ventilation.

## **Unit Mapping Information**

SITHASC309 Produce Tandoori dishes

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITHASC016 Prepare tandoori dishes

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- prepare six tandoori dishes using each of the following types of ingredients at least once:
  - meat
  - poultry
  - seafood
- prepare appropriate accompaniments for tandoori dishes from the list in the knowledge evidence
- prepare above dishes for at least six different customers:
  - within commercial time constraints and deadlines
  - reflecting required quantities to be produced
  - following procedures for portion control and food safety practices when handling and storing tandoori dishes
  - responding to special customer requests and dietary requirements.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- culinary terms and trade names for ingredients commonly used in the production of tandoori items:
  - tandoori powder
  - curry powder
- cultural and regional considerations and variations to be considered when preparing tandoori
- contents of stock date codes and rotation labels
- characteristics of tandoori ingredients and finished dishes:
  - accompaniments and garnishes
  - appearance and presentation
  - freshness and other quality indicators
  - nutritional value
  - service style

- taste
- texture
- required conditions for marinating:
  - chilling
  - covered containers
- common accompaniments to tandoori dishes:
  - rice
  - vegetables
  - pickles
  - chutney
  - sauces
- appropriate environmental conditions for storing tandoori dishes to:
  - ensure food safety
  - optimise shelf life
- safe operational practices using essential functions and features of equipment used to produce tandoori.

## Assessment Conditions

Skills must be demonstrated in an operational commercial kitchen. This can be:

- an industry workplace
- a simulated industry environment, such as a training kitchen servicing customers.

Assessment must ensure access to:

- fixtures and large equipment:
  - clay oven (tandoori oven)
  - commercial:
    - blenders and food mills
    - food processors
    - planetary mixers
  - commercial grade work benches (1.5m/person)
  - commercial refrigeration facilities:
    - freezer
    - fridge
  - designated storage area for dry goods and perishables
  - double sink
  - gas electric or induction stove tops (two burners per person)
  - hot plate, grill or griddle
- small equipment:
  - cast iron pan (tava)

- containers for hot and cold food
- cutting boards
- electric rice cookers
- food handlers gloves
- knives and cleavers:
  - butcher and boning knives
  - carving knives
  - filleting knives
  - meat cleaver
  - utility knives
- measures:
  - metric calibrated measuring jugs
  - measuring spoons
  - portion controlled scoops
- oven mitts
- small utensils:
  - flour and drum sieves
  - strainers
  - scrapers
  - spatulas
  - pastry brush
  - fruit corers
- scales
- service-ware:
  - platters, dishes, and bowls
  - cutlery and serving utensils
- sets of stainless steel bowls
- sharpening steels and stones
- skewers
- temperature probes
- thermometers
- wok (karahi)
- diverse and comprehensive range of perishable food supplies for Asian cookery
- cleaning materials and equipment:
  - cleaning cloths
  - commercial cleaning and sanitising agents and chemicals for cleaning commercial kitchens, equipment and food storage areas
  - dustpans and brooms
  - garbage bins and bags
  - hand towel dispenser and hand towels



- mops and buckets
- separate hand basin and antiseptic liquid soap dispenser for hand washing
- sponges, brushes and scourers
- tea towels
- organisational specifications:
  - equipment manufacturer instructions
  - current commercial stock control procedures and documentation for ordering, monitoring and maintaining stock
  - mise en place lists, menus, standard recipes and recipes for special dietary requirements
  - ordering and docketing paperwork
  - food safety plan
  - guidelines relating to food disposal, storage and presentation requirements
  - safety data sheets (SDS) for cleaning agents and chemicals
- industry-realistic ratios of kitchen staff to customers; these can be:
  - staff and customers in an industry workplace during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# SITHASC017 Prepare Indian breads

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to prepare and cook a variety of Indian breads. It requires the ability to select and prepare ingredients, and to use relevant equipment and cookery methods.

The unit applies to hospitality and catering organisations that offer Indian cuisine, and to cooks who usually work under the guidance of more senior chefs.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## Pre-requisite Unit

SITXFSA001 Use hygienic practices for food safety

## Competency Field

Asian Cookery

## Unit Sector

Hospitality

## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential outcomes.

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- |                                       |   |
|---------------------------------------|---|
| 1. Select ingredients.                | 1.1. Confirm food production requirements from food preparation list and standard recipes.<br>1.2. Calculate ingredient amounts according to requirements.<br>1.3. Identify and select ingredients for Indian breads from stores according to recipe, quality, freshness and stock rotation requirements.<br>1.4. Check perishable supplies for spoilage or contamination prior to preparation.   |
| 2. Select, prepare and use equipment. | 2.1. Select type and size of equipment suitable to requirements.<br>2.2. Safely assemble and ensure cleanliness of equipment before use.<br>2.3. Use equipment safely and hygienically according to manufacturer instructions.  |
| 3. Portion and prepare ingredients.   | 3.1. Sort and assemble ingredients according to food production sequencing.<br>3.2. Measure, weigh and portion ingredients according to recipe requirements.<br>3.3. Minimise waste to maximise profitability of food items prepared.   |
| 4. Prepare and cook breads.           | 4.1. Shape and size breads according to recipe and organisational standards.<br>4.2. Select and use cooking methods according to recipe requirements and bread type.<br>4.3. Follow standard recipes and make <i>food quality adjustments</i> within scope of responsibility.   |
| 5. Present and store breads.          | 5.1. Present breads on appropriate service-ware.<br>5.2. Add accompaniments as required.<br>5.3. Visually evaluate dish and <i>adjust presentation</i> .<br>5.4. Ensure food safety, quality and shelf life by storing breads in appropriate <i>environmental conditions</i> .<br>5.5. Clean work area and dispose of or store surplus and re-usable by-products according to organisational procedures, environmental considerations and cost-reduction initiatives. |

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

### SKILLS

### DESCRIPTION

Reading skills to:

- locate information in food preparation lists and standard recipes to determine food preparation requirements

- interpret manufacturer instructions for equipment
  - locate and read date codes and rotation labels on food products.
- Writing skills to:
- record notes on recipe requirements.
- Numeracy skills to:
- calculate the number of portions
  - determine cooking times and temperatures
  - measure familiar quantities of ingredients using simple measuring instruments.
- Problem-solving skills to:
- evaluate quality of ingredients and finished dishes and make adjustments to ensure a quality product
  - adjust taste, texture and appearance of food products according to identified deficiencies.
- Planning and organising skills to:
- efficiently sequence the stages of food preparation and production.
- Self-management skills to:
- manage own speed, timing and productivity.

## Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

***Food quality adjustments*** must involve consideration of factors relating to:

- taste
- temperature
- texture.

***Adjusting presentation*** must involve consideration of:

- accompaniments and garnishes to maximise visual appeal:
  - balance
  - colour
  - contrast
- plating food for practicality of:
  - customer consumption
  - service
- wiping drips and spills.

***Environmental conditions*** must ensure appropriate:

- atmosphere
- humidity

- light
- packaging
- temperature
- use of containers
- ventilation.

## Unit Mapping Information

SITHASC310 Produce Indian breads

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITHASC017 Prepare Indian breads

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- prepare each of the following Indian breads:
  - chapati
  - dosa
  - naan
  - papadum
  - paratha
  - pooris
  - roti
- demonstrate use of each of the following methods when preparing Indian breads:
  - baking
  - frying
  - kneading
  - moulding
  - shaping
- prepare above breads for at least six different customers:
  - within commercial time constraints
  - reflecting required quantities to be produced
  - following procedures for portion control and food safety practices when handling and storing Indian breads
  - responding to special customer requests and dietary requirements.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- culinary terms and trade names for ingredients commonly used in the production of Indian breads:
  - fats
  - flours

- milk products
- yeast products
- cultural and regional considerations and variations to be considered when preparing Indian breads
- contents of stock date codes and rotation labels
- characteristics of Indian bread ingredients and finished items:
  - accompaniments and garnishes
  - appearance and presentation
  - freshness and other quality indicators
  - matching of bread to different dishes
  - nutritional value
  - service style
  - taste
  - texture
- preparation methods for Indian breads listed in the performance evidence
- appropriate environmental conditions for storing Indian breads to:
  - ensure food safety
  - optimise shelf life
- safe operational practices using essential functions and features of equipment used to produce Indian breads.

## Assessment Conditions

Skills must be demonstrated in an operational commercial kitchen. This can be:

- an industry workplace
- a simulated industry environment, such as a training kitchen servicing customers.

Assessment must ensure access to:

- fixtures and large equipment:
  - clay oven (tandoori oven)
  - commercial:
    - blenders and food mills
    - food processors
    - planetary mixers
  - commercial grade work benches (1.5m/person)
  - commercial refrigeration facilities:
    - cool room
    - freezer
    - fridge
  - designated storage area for dry goods and perishables

- marble bench or slab
- small equipment:
  - cast iron pan (tava)
  - food handler gloves
  - measures:
    - metric calibrated measuring jugs
    - measuring spoons
    - portion controlled scoops
  - oven mitts
  - rolling pin
  - service-ware:
    - platters, dishes, and bowls
    - cutlery and serving utensils
  - scales
  - small utensils:
    - flour and drum sieves
    - strainers
    - scrapers
    - spatulas
    - pastry brush
    - fruit corers
  - spoons:
    - serving spoons
    - wooden spoons
  - wok (karahi)
- diverse and comprehensive range of perishable food supplies for Asian cookery
- cleaning materials and equipment:
  - cleaning cloths
  - commercial cleaning and sanitising agents and chemicals for cleaning commercial kitchens, equipment and food storage areas
  - dustpans and brooms
  - garbage bins and bags
  - hand towel dispenser and hand towels
  - mops and buckets
  - separate hand basin and antiseptic liquid soap dispenser for hand washing
  - sponges, brushes and scourers
  - tea towels
- organisational specifications:
  - equipment manufacturer instructions



- current commercial stock control procedures and documentation for ordering, monitoring and maintaining stock
- mise en place lists, menus, standard recipes and recipes for special dietary requirements
- ordering and docketing paperwork
- food safety plan
- guidelines relating to food disposal, storage and presentation requirements
- safety data sheets (SDS) for cleaning agents and chemicals
- industry-realistic ratios of kitchen staff to customers; these can be:
  - staff and customers in an industry workplace during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# SITHASC018 Prepare Indian sweetmeats

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to prepare and cook sweetmeats for Indian cuisine. It requires the ability to select and prepare ingredients, and to use relevant equipment and cookery methods.

The unit applies to hospitality and catering organisations that offer Indian cuisine, and to cooks who usually work under the guidance of more senior chefs.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## Pre-requisite Unit

SITXFSA001 Use hygienic practices for food safety

## Competency Field

Asian Cookery

## Unit Sector

Hospitality

## Elements and Performance Criteria

### ELEMENTS

### PERFORMANCE CRITERIA

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- |                        |  |
|------------------------|--|
| 1. Select ingredients. | 1.1. Confirm food production requirements from food preparation list and standard recipes.   |
|                        | 1.2. Calculate ingredient amounts according to requirements.   |
|                        | 1.3. Identify and select ingredients for Indian desserts and sweets from stores according to recipe, quality, freshness and stock rotation |

- requirements.
- 1.4. Check perishable supplies for spoilage or contamination prior to preparation.
  2. Select, prepare and use equipment.
    - 2.1. Select type and size of equipment suitable to requirements.
    - 2.2. Safely assemble and ensure cleanliness of equipment before use.
    - 2.3. Use equipment safely and hygienically according to manufacturer instructions.
  3. Portion and prepare ingredients.
    - 3.1. Sort and assemble ingredients according to food production sequencing.
    - 3.2. Measure, weigh and portion wet and dry ingredients according to recipe requirements.
    - 3.3. Minimise waste to maximise profitability of food items prepared.
  4. Prepare sweetmeats.
    - 4.1. Prepare desserts and sweets in correct shapes and with correct fillings, according to recipe.
    - 4.2. Follow safe procedures for reheated or refried items.
    - 4.3. Maintain quality control through correct use of milk products and setting and thickening agents.
    - 4.4. Follow standard recipes and make *food quality adjustments* within scope of responsibility.
  5. Present and store sweetmeats.
    - 5.1. Present sweetmeats using appropriate service-ware.
    - 5.2. Assess and add accompaniments, sauces and syrups as required.
    - 5.3. Visually evaluate dish and *adjust presentation*.
    - 5.4. Ensure food safety, quality and shelf life by storing food in appropriate *environmental conditions*.
    - 5.5. Clean work area and dispose of or store surplus and re-usable by-products according to organisational procedures, environmental considerations and cost-reduction initiatives.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

### SKILLS

### DESCRIPTION

Reading skills to:

- locate information in food preparation lists and standard recipes to determine food preparation requirements
- interpret manufacturer instructions for equipment
- locate and read date codes and rotation labels on food products.

Writing skills to:

- record notes on recipe requirements.

- Numeracy skills to:
- calculate the number of portions
  - determine cooking times and temperatures
  - measure familiar quantities of ingredients using simple measuring instruments.
- Problem-solving skills to:
- evaluate quality of ingredients and finished dishes and make adjustments to ensure a quality product
  - adjust taste, texture and appearance of food products according to identified deficiencies.
- Planning and organising skills to:
- efficiently sequence the stages of food preparation and production.
- Self-management skills to:
- manage own speed, timing and productivity.

## Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

***Food quality adjustments*** must involve consideration of factors relating to:

- taste
- temperature
- texture.

***Adjusting presentation*** must involve consideration of:

- accompaniments and garnishes to maximise visual appeal:
  - balance
  - colour
  - contrast
- plating food for practicality of:
  - customer consumption
  - service
- wiping drips and spills.

***Environmental conditions*** must ensure appropriate:

- atmosphere
- humidity
- light
- packaging
- temperature
- use of containers

- ventilation.

## Unit Mapping Information

SITHASC311 Produce Indian sweetmeats

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITHASC018 Prepare Indian sweetmeats

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- prepare each of the following Indian sweetmeats:
  - gajar ka halva
  - gulab jamoon
  - kheer
  - kulfi
  - malpue
  - shahitukra
- prepare appropriate accompaniments for Indian sweetmeats from the list in the knowledge evidence
- demonstrate use of each of the following methods when preparing Indian sweetmeats:
  - filling
  - shaping
- prepare above dishes for at least six different customers:
  - within commercial time constraints
  - reflecting required quantities to be produced
  - following procedures for portion control and food safety practices when handling and storing Indian sweetmeats
  - responding to special customer requests and dietary requirements.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- culinary terms and trade names for ingredients commonly used in the production of Indian sweetmeats
- cultural and regional considerations and variations to be considered when preparing Indian sweetmeats
- contents of stock date codes and rotation labels
- characteristics of sweetmeat ingredients and finished dishes:
  - accompaniments and garnishes

- appearance and presentation
- freshness and other quality indicators
- nutritional value
- service style
- taste
- texture
- accompaniments to Indian sweetmeats:
  - rice
  - vegetables
  - pickles
  - chutney
  - sauces
- preparation methods listed in the performance evidence for Indian sweetmeats
- appropriate environmental conditions for storing Indian sweetmeats to:
  - ensure food safety
  - optimise shelf life
- safe operational practices using essential functions and features of equipment used to produce Indian sweetmeats.

## Assessment Conditions

Skills must be demonstrated in an operational commercial kitchen. This can be:

- an industry workplace
- a simulated industry environment, such as a training kitchen servicing customers.

Assessment must ensure access to:

- fixtures and large equipment:
  - commercial:
    - blenders and food mills
    - food processors
    - planetary mixers
  - commercial grade work benches (1.5m/person)
  - commercial refrigeration facilities:
    - freezer
    - fridge
  - designated storage area for dry goods and perishables
  - double sink
  - gas electric or induction stove tops (two burners per person)
- small equipment:
  - baking sheets and trays

- beaters
- bowls
- cane baskets and banana leaf linings
- cast iron or stainless steel pots
- cutting boards
- food handler gloves
- frypans
- knives:
  - bread knives
  - carving knives
  - large serrated cake knives
  - utility knives
- ladles
- measures:
  - metric calibrated measuring jugs
  - measuring spoons
  - portion controlled scoops
- marble bench or slab
- oven mitts
- platters
- scales
- sets of stainless steel bowls
- service-ware:
  - platters, dishes and bowls
  - cutlery and serving utensils
- small utensils:
  - flour and drum sieves
  - strainers
  - scrapers
  - spatulas
  - pastry brushes
  - whisks:
    - fine stainless steel wire
    - coarse stainless steel wire
- spoons:
  - large plain and slotted metal spoons
  - ladles in a variety of sizes
  - serving spoons
  - wooden spoons
- steamers



- woks
- diverse and comprehensive range of perishable food supplies for Asian cookery
- cleaning materials and equipment:
  - cleaning cloths
  - commercial cleaning and sanitising agents and chemicals for cleaning commercial kitchens, equipment and food storage areas
  - dustpans and brooms
  - garbage bins and bags
  - hand towel dispenser and hand towels
  - mops and buckets
  - separate hand basin and antiseptic liquid soap dispenser for hand washing
  - sponges, brushes and scourers
  - tea towels
- organisational specifications:
  - equipment manufacturer instructions
  - current commercial stock control procedures and documentation for ordering, monitoring and maintaining stock
  - mise en place lists, menus, standard recipes and recipes for special dietary requirements
  - ordering and docketing paperwork
  - food safety plan
  - guidelines relating to food disposal, storage and presentation requirements
  - safety data sheets (SDS) for cleaning agents and chemicals
- industry-realistic ratios of kitchen staff to customers; these can be:
  - staff and customers in an industry workplace during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# SITHASC019 Prepare Indian pickles and chutneys

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to prepare pickles and chutneys served to accompany Indian curries. It requires the ability to select and prepare ingredients, and to use relevant equipment and cookery methods.

The unit applies to hospitality and catering organisations that offer Indian cuisine, and to cooks who usually work under the guidance of more senior chefs.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## Pre-requisite Unit

SITXFSA001 Use hygienic practices for food safety

## Competency Field

Asian Cookery

## Unit Sector

Hospitality

## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential outcomes.

1. Confirm food production requirements and select ingredients.

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Confirm food production requirements from food preparation list and standard recipes.
- 1.2. Calculate ingredient amounts according to requirements.
- 1.3. Identify and select ingredients for pickles and chutneys from stores according to recipe, quality, freshness and stock

- rotation requirements.
- 1.4. Check perishable supplies for spoilage or contamination prior to preparation.
  2. Select, prepare and use equipment.
    - 2.1. Select type and size of equipment suitable to requirements.
    - 2.2. Safely assemble and ensure cleanliness of equipment before use.
    - 2.3. Use equipment safely and hygienically according to manufacturer instructions.
  3. Portion and prepare ingredients.
    - 3.1. Sort and assemble ingredients according to food production sequencing.
    - 3.2. Measure, weigh and portion ingredients according to recipe requirements.
    - 3.3. Minimise waste to maximise profitability of food items prepared.
  4. Prepare pickles and chutneys.
    - 4.1. Select and use cooking methods according to recipe requirements.
    - 4.2. Use correct quantities of preservatives and colorants.
    - 4.3. Observe timing and maturation requirements.
    - 4.4. Follow standard recipes and make *food quality adjustments* within scope of responsibility.
  5. Present and store cooked pickles and chutneys.
    - 5.1. Present pickles and chutneys with complementary main dishes on appropriate service-ware.
    - 5.2. Preserve taste and quality through use of appropriate packaging.
    - 5.3. Ensure food safety, quality and shelf life by storing food in appropriate *environmental conditions*.
    - 5.4. Clean work area and dispose of or store surplus and re-usable by-products according to organisational procedures, environmental considerations and cost-reduction initiatives.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

### SKILLS

### DESCRIPTION

- Reading skills to:
- locate information in food preparation lists and standard recipes to determine food preparation requirements
  - interpret manufacturer instructions for equipment
  - locate and read date codes and rotation labels on food

- products.
- Writing skills to:
- record notes on recipe requirements.
- Numeracy skills to:
- calculate the number of portions
  - determine cooking times and temperatures
  - measure familiar quantities of ingredients using simple measuring instruments.
- Problem-solving skills to:
- evaluate quality of ingredients and finished dishes and make adjustments to ensure a quality product
  - adjust taste, texture and appearance of food products according to identified deficiencies.
- Planning and organising skills to:
- efficiently sequence the stages of food preparation and production.
- Self-management skills to:
- manage own speed, timing and productivity.

## Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

*Food quality adjustments* must involve consideration of factors relating to:

- taste
- temperature
- texture.

*Environmental conditions* must ensure appropriate:

- atmosphere
- humidity
- light
- packaging
- temperature
- use of containers
- ventilation.

## Unit Mapping Information

SITHASC312 Produce Indian pickles and chutneys

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITHASC019 Prepare Indian pickles and chutneys

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- prepare one pickle from each of the following types of pickles:
  - hot
  - sweet
  - spicy
- prepare one chutney from each of the following types of chutneys:
  - hot
  - sweet
- demonstrate use of each of the following preparation methods when preparing pickles and chutneys:
  - marinating
  - cooking
- prepare above dishes for at least six different customers:
  - within commercial time constraints
  - reflecting required quantities to be produced
  - following procedures for portion control and food safety practices when handling and storing Indian pickles and chutneys
  - responding to special customer requests and dietary requirements.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- culinary terms and trade names for ingredients commonly used in the production of pickles and chutneys:
  - curry powders
  - herbs and spices
- regional considerations and variations to be considered when preparing pickles and chutneys
- contents of stock date codes and rotation labels
- characteristics of pickles and chutney ingredients and finished dishes:

- appearance and presentation
- combinations of spices
- nutritional value
- quality indicators
- service style
- taste
- texture
- preparation methods listed in the performance evidence for Indian pickles and chutneys
- chemical reactions that occur during various processes in the preparation of Indian pickles and chutneys
- appropriate environmental conditions for storing pickles and chutneys to:
  - ensure food safety
  - optimise shelf life
- safe operational practices using essential functions and features of equipment used to produce Indian pickles and chutneys.

## Assessment Conditions

Skills must be demonstrated in an operational commercial kitchen. This can be:

- an industry workplace
- a simulated industry environment, such as a training kitchen servicing customers.

Assessment must ensure access to:

- fixtures and large equipment:
  - commercial:
    - blenders and food mills
    - food processors
    - planetary mixers
  - commercial grade work benches (1.5m/person)
  - commercial refrigeration facilities:
    - freezer
    - fridge
  - designated storage area for dry goods and perishables
  - double sink
  - gas electric or induction stove tops (two burners per person)
- small equipment:
  - containers for hot and cold food
  - cutting boards
  - food handler gloves
  - graters and peelers

- measures:
  - metric calibrated measuring jugs
  - measuring spoons
  - portion controlled scoops
- pans and pots:
  - stainless steel, cast iron and non-stick fry pans
  - small and large pots
- spoons:
  - large plain and slotted metal spoons
  - ladles in a variety of sizes
  - serving spoons
  - wooden spoons
- service-ware:
  - dishes and bowls
  - cutlery and serving utensils
- thermometers
- utility knife
- diverse and comprehensive range of perishable food supplies for Asian cookery
- cleaning materials and equipment:
  - cleaning cloths
  - commercial cleaning and sanitising agents and chemicals for cleaning commercial kitchens, equipment and food storage areas
  - dustpans and brooms
  - garbage bins and bags
  - hand towel dispenser and hand towels
  - mops and buckets
  - separate hand basin and antiseptic liquid soap dispenser for hand washing
  - sponges, brushes and scourers
  - tea towels
- organisational specifications:
  - equipment manufacturer instructions
  - current commercial stock control procedures and documentation for ordering, monitoring and maintaining stock
  - mise en place lists, menus, standard recipes and recipes for special dietary requirements
  - ordering and docketing paperwork
  - food safety plan
  - guidelines relating to food disposal, storage and presentation requirements
  - safety data sheets (SDS) for cleaning agents and chemicals
- industry-realistic ratios of kitchen staff to customers; these can be:



- staff and customers in an industry workplace during the assessment process; or
- individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# SITHCCC001 Use food preparation equipment

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to safely use commercial kitchen equipment to prepare a range of different food types.

The unit applies to operational personnel responsible for general food preparation tasks in hospitality and catering organisations.

It applies to individuals who work with very little independence and under close supervision. They follow predefined organisational procedures and report any discrepancies to a higher level staff member for action.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## Pre-requisite Unit

SITXFSA001 Use hygienic practices for food safety

## Competency Field

Commercial Cookery and Catering

## Unit Sector

Hospitality

## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential outcomes.

1. Select food preparation

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1.1 Confirm food preparation requirements from recipes, lists

- equipment. and other workplace information.
- 1.2. Identify and select knives and other routine and specialised equipment suited to the food preparation task.
  - 1.3. Confirm cleanliness of equipment before use.
  2. Use equipment to prepare food.
    - 2.1. Assemble and use equipment safely and hygienically according to manufacturer instructions.
    - 2.2. Prepare food items using suitable knives to make precision cuts.
  3. Clean and maintain food preparation equipment.
    - 3.1. Maintain equipment cleanliness using appropriate cleaning agents.
    - 3.2. Use energy, water and other resources efficiently to reduce negative environmental impacts.
    - 3.3. Maintain the condition of equipment and make minor adjustments as required within scope of responsibility.
    - 3.4. Identify and report on unsafe or faulty equipment or rectify according to level of individual responsibility.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

### SKILLS

### DESCRIPTION

- |                                    |   |
|------------------------------------|---|
| Reading skills to:                 | <ul style="list-style-type: none"> <li>• locate information in lists and standard recipes in order to determine food preparation requirements</li> <li>• interpret manufacturer instructions for equipment used in a commercial cookery context.</li> </ul> |
| Numeracy skills to:                | <ul style="list-style-type: none"> <li>• measure and use familiar quantities of cleaning agents on food preparation equipment</li> <li>• work with numerical features of equipment to weigh and measure ingredients.</li> </ul>                             |
| Learning skills to:                | <ul style="list-style-type: none"> <li>• locate key information in manufacturer specifications.</li> </ul>  |
| Planning and organising skills to: | <ul style="list-style-type: none"> <li>• efficiently sequence food preparation tasks.</li> </ul>  |
| Technology skills to:              | <ul style="list-style-type: none"> <li>• use food preparation equipment.</li> </ul>   |

## Unit Mapping Information

SITHCCC101 Use food preparation equipment

### Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITHCCC001 Use food preparation equipment

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- safely and hygienically prepare food using each of the following fixed and hand-held commercial equipment:
  - blenders
  - food processors
  - graters
  - knife sharpening equipment:
    - sharpening steels and stones
  - knives:
    - butcher and boning
    - filleting
    - palette
  - mandolin slicers
  - measures
  - mouli
  - peelers, corers or slicers
  - planetary mixers
  - scales
  - thermometers
  - whisks: fine and coarse stainless steel wire
- use food preparation equipment to prepare each of the following food types:
  - fruit and vegetables
  - general food items:
    - batters
    - coatings
    - condiments and flavourings
    - garnishes
    - oils
    - sauces and marinades
  - meat

- poultry
- seafood
- make precision cuts on fruit and vegetables
- complete food preparation tasks within commercial time constraints.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- meaning and role of mise en place in the process of preparing, cooking and presenting food
- essential features and functions of, and safe operating practices and maintenance requirements for, the following equipment used in food preparation:
  - commercial:
    - blenders
    - food processors
    - graters
    - mixers
  - knife sharpening equipment
  - sharpening steels and stones
  - knives:
    - butcher and boning
    - chef
    - filleting
    - palette
    - utility
    - vegetable
  - measures
  - peelers, corers, and slicers
  - scales
  - thermometers
  - whisks
- food safety practices for handling different food types
- cleaning practices and agents suitable to range of equipment in use
- precision cuts used in a commercial kitchen:
  - brunoise
  - chiffonnade
  - concasse
  - jardinière
  - julienne
  - macédoine

- mirepoix
- paysanne
- safe operational practices using essential functions and features of equipment used to prepare:
  - dairy products
  - dry goods
  - fruit
  - general food items:
    - batters
    - coatings
    - condiments and flavourings
    - garnishes
    - oils
    - sauces and marinades
  - meat
  - poultry
  - seafood
  - vegetables
- safe operational practices for maintenance and minor adjustments of equipment:
  - adjusting blades
  - oiling machines.

## Assessment Conditions

Skills must be demonstrated in an operational commercial kitchen. This can be:

- an industry workplace
- a simulated industry environment, such as a training kitchen servicing customers.

Assessment must ensure access to:

- fixtures and large equipment:
  - commercial grade work benches (1.5 m/person)
  - double sink
  - food processors
  - graters
  - griller
  - refrigeration unit with shelving
  - slicing machine
  - storage facilities
- small equipment:
  - assorted pots and pans

- blenders
- can opener
- containers for hot and cold food
- colanders
- cutting boards
- food handler gloves
- knife sharpening equipment:
  - sharpening steels and stones
- knives:
  - butchers and boning
  - chef
  - filleting
  - palette
  - utility
  - vegetable
- mandolin
- mouli
- planetary mixers
- scales
- small utensils:
  - peelers, corers and slicers
  - tongs
  - whisks
- stainless steel bowls
- thermometers
- cleaning materials and equipment:
  - cleaning cloths
  - commercial cleaning and sanitising agents and chemicals for cleaning commercial kitchens, equipment and food storage areas
  - dustpans and brooms
  - garbage bins and bags
  - hand towel dispenser and hand towels
  - mops and buckets
  - separate hand basin and antiseptic liquid soap dispenser for hand washing
  - sponges, brushes and scourers
  - tea towels
- organisational specifications:
  - equipment manufacturer instructions
  - mise en place lists and standard recipes
  - organisational food safety plan



- safety data sheets (SDS) for cleaning agents and chemicals
- variety of commercial ingredients used in food preparation specified in the performance evidence
- industry-realistic ratios of kitchen staff to customers.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# SITHCCC002 Prepare and present simple dishes

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to prepare and present a limited range of simple menu items following standard recipes. While some cooking may be involved, there is no requirement to use the full range of basic cookery methods.

The unit applies to operational personnel in kitchens and catering facilities who require some cooking and food preparation skills, but who are not qualified cooks. It may apply to a hospitality or catering organisation, such as cafes, kiosks, canteens and cafeterias or to organisations where catering forms only a small part of the business operation. Dishes prepared are simple in nature, and may include fast food, takeaway food and items that have been prepared off site and need re-thermalising.

It applies to individuals who work with very little independence and under close supervision. They follow predefined organisational procedures and report any discrepancies to a higher level staff member for action.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## Pre-requisite Unit

SITXFSA001 Use hygienic practices for food safety

## Competency Field

Commercial Cookery and Catering

## Unit Sector

Hospitality

## Elements and Performance Criteria

### ELEMENTS

### PERFORMANCE CRITERIA

Elements describe the essential outcomes. Performance criteria describe the performance needed to demonstrate achievement of the element.

- |   |  |
|---|--|
| 1. Prepare for service.                       | 1.1. Review menu or product list and recipes to determine preparation requirements for <i>simple dishes</i> .<br>1.2. Check quantities and quality of food items and restock where necessary.<br>1.3. Complete food preparation prior to service.  |
| 2. Prepare food.                              | 2.1. Select and use equipment safely and hygienically according to manufacturer instructions.<br>2.2. Use appropriate cookery methods for dishes.<br>2.3. Re-heat pre-prepared foods at correct temperature for required length of time.<br>2.4. Prepare dishes with appropriate speed and timing.<br>2.5. Use portion control to maximise profitability and minimise waste. |
| 3. Present and store food in clean work area. | 3.1. Present food according to organisational guidelines.<br>3.2. Display food in appropriate <i>environmental conditions</i> .<br>3.3. Clean work area, and dispose of or store surplus and re-usable by-products according to organisational procedures, environmental considerations, and cost-reduction initiatives.   |

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

### SKILLS

### DESCRIPTION

- |                                    |  |
|------------------------------------|--|
| Reading skills to:                 | <ul style="list-style-type: none"> <li>• read and interpret product information and organisational procedures regarding food preparation, display and storage requirements.</li> </ul> |
| Writing skills to:                 | <ul style="list-style-type: none"> <li>• prepare food item restocking orders.</li> </ul>   |
| Numeracy skills to:                | <ul style="list-style-type: none"> <li>• weigh and measure ingredients</li> <li>• determine cooking times and temperatures.</li> </ul>   |
| Planning and organising skills to: | <ul style="list-style-type: none"> <li>• efficiently sequence the stages of food preparation.</li> </ul>   |
| Technology skills to:              | <ul style="list-style-type: none"> <li>• use food preparation and cooking equipment.</li> </ul>  |

## Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

*Simple dishes* must include:

- dishes prepared off site and re-thermalised
- dishes containing a small number of ingredients
- dishes that require singular or limited cooking and preparation techniques.

*Environmental conditions* must ensure appropriate:

- atmosphere
- humidity
- light
- packaging
- temperature
- use of containers
- ventilation.

## Unit Mapping Information

SITHCCC102 Prepare simple dishes

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITHCCC002 Prepare and present simple dishes

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- prepare six different simple dishes selecting one from each of the following categories of simple fresh and cooked dishes:
  - baked/roasted
  - deep-fried items
  - pasta and noodles
  - poached eggs
  - salads
  - sandwiches
- use each of the following applications at least once when preparing above simple dishes:
  - cleaning, peeling and slicing raw food
  - batters
  - coatings
  - garnishes
  - marinades
- use at least six different cookery methods from the following list when preparing above simple dishes:
  - baking
  - boiling
  - braising
  - deep and shallow frying
  - grilling
  - poaching
  - pressure cooking
  - steaming
- handle and prepare pre-prepared items requiring:
  - reconstituting
  - thawing
  - re-thermalising
- prepare each of the above simple dishes:

- within commercial time constraints and deadlines
- reflecting required quantities to be produced
- following procedures for portion control and food safety practices when handling, storing, preparing and serving different food types
- responding to special customer requests
- present simple prepared and pre-prepared food in line with organisational display and food safety requirements.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- characteristics of the simple dishes described in the performance evidence
- basic cookery methods for simple dishes described in the performance evidence
- methods for presenting types of food described in the performance evidence
- food safety practices for preparing and storing ingredients and simple dishes:
  - appropriate environmental conditions to ensure food safety
  - correct processes for re-heating pre-prepared foods
  - appropriate methods to optimise shelf life
- safe operational practices using essential functions and features of equipment used to prepare simple dishes.

## Assessment Conditions

Skills must be demonstrated in an operational commercial kitchen. This can be:

- an industry workplace
- a simulated industry environment, such as a training kitchen servicing customers.

Assessment must ensure access to:

- fixtures and large equipment:
  - commercial grade work benches (1.5 m/person)
  - commercial ovens with trays (one per two persons)
  - designated area for dry goods and perishables
  - double sink
  - gas, electric or induction stove tops (two burners per person)
  - food processors and mixers
  - fryers with baskets
  - grill
  - hotplate or griddle
  - microwave
  - refrigeration unit with shelving

- salamanders
- slicing machine
- small equipment:
  - assorted pots and pans
  - blenders
  - containers for hot and cold food
  - crockery
  - cutlery
  - cutting boards
  - food handler gloves
  - knife sharpening equipment
  - sharpening steels and stones
  - knives:
    - bread
    - chef
    - palette
    - utility
  - oven mitts
  - receptacles for presentation and display purposes
  - scales
  - scoops, skimmers and spiders
  - small utensils:
    - peelers, corers and slicers
    - tongs and serving utensils
  - thermometers
- cleaning materials and equipment:
  - cleaning cloths
  - commercial cleaning and sanitising agents and chemicals for cleaning commercial kitchens, equipment and food storage areas
  - dustpans and brooms
  - garbage bins and bags
  - hand towel dispenser and hand towels
  - mops and buckets
  - separate hand basin and antiseptic liquid soap dispenser for hand washing
  - sponges, brushes and scourers
  - tea towels
- organisational specifications:
  - equipment manufacturer instructions
  - mise en place lists and standard recipes
  - food safety plan

- guidelines relating to food disposal, storage and presentation requirements
- safety data sheets (SDS) for cleaning agents and chemicals
- variety of commercial ingredients used to prepare the dishes specified in the performance evidence
- industry-realistic ratios of kitchen staff to customers; these can be:
  - staff and customers in an industry workplace during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>



## SITHCCC003 Prepare and present sandwiches

### Modification History

Not applicable.

### Application

This unit describes the performance outcomes, skills and knowledge required to prepare and present a variety of sandwiches in a hospitality or catering organisation, such as cafes, kiosks, canteens and cafeterias, or to organisations where catering forms only a small part of the business.

The unit applies to operational personnel who make pre-prepared and on demand sandwiches according to customer requests. Sandwiches may be classical or modern, hot or cold, of varying cultural and ethnic origins and use a variety of fillings and types of bread.

It applies to individuals who work with very little independence and under close supervision. They follow predefined organisational procedures and report any discrepancies to a higher level staff member for action.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### Pre-requisite Unit

SITXFSA001 Use hygienic practices for food safety

### Competency Field

Commercial Cookery and Catering

### Unit Sector

Hospitality

### Elements and Performance Criteria

| ELEMENTS | PERFORMANCE CRITERIA |
|----------|----------------------|
|----------|----------------------|

Elements describe the Performance criteria describe the performance needed to demonstrate

- essential outcomes. achievement of the element.
1. Select ingredients.
    - 1.1. Confirm sandwich requirements, based on standard recipes and customer requests.
    - 1.2. Identify and select bread types and fillings taking account of quality, freshness and stock rotation requirements.
    - 1.3. Check perishable supplies for spoilage or contamination prior to preparation.
  2. Make sandwiches.
    - 2.1. Use safe food-handling practices to hygienically prepare sandwiches based on requirements.
    - 2.2. Cut ingredients and completed sandwiches to ensure uniformity of presentation.
    - 2.3. Combine ingredients appropriately based on flavour combinations, customer preference and standard recipes.
    - 2.4. Use toasting and heating equipment safely, as required.
    - 2.5. Make sandwiches in a logical and sequential manner while minimising waste.
  3. Present and store sandwiches.
    - 3.1. Present sandwiches on appropriate service-ware.
    - 3.2. Add suitable garnishes, as required.
    - 3.3. Visually evaluate dish and *adjust presentation*.
    - 3.4. Store sandwiches in appropriate *environmental conditions*.
    - 3.5. Clean work area, and dispose of or store surplus and re-usable by-products according to workplace procedures, environmental considerations, and cost-reduction initiatives.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| SKILLS                        | DESCRIPTION   |
|-------------------------------|---|
| Reading skills to:            | <ul style="list-style-type: none"> <li>• read and interpret standard recipes for customer sandwich requests</li> <li>• locate and read date codes and rotation labels on food products.</li> </ul>                  |
| Oral communication skills to: | <ul style="list-style-type: none"> <li>• listen to customer requests, asking questions where necessary to clarify</li> <li>• provide simple face-to-face explanations to customers about sandwich range.</li> </ul> |
| Numeracy skills to:           | <ul style="list-style-type: none"> <li>• count portions</li> <li>• use features of heating equipment.</li> </ul>  |
| Problem-solving skills        | <ul style="list-style-type: none"> <li>• evaluate quality of sandwich ingredients and finished items and</li> </ul>   |

- to: make adjustments to ensure a quality product
- adjust appearance of food products according to identified deficiencies.
- Self-management skills
- manage own speed, timing and productivity.
- to:

## Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

***Adjusting presentation*** must involve consideration of:

- accompaniments and garnishes that maximise visual appeal:
  - balance
  - colour
  - contrast
- plating food for practicality of:
  - customer consumption
  - service
- wiping drips and spills.
- atmosphere
- humidity
- light
- packaging
- temperature
- use of containers
- ventilation.

***Environmental conditions*** must ensure appropriate:

## Unit Mapping Information

SITHCCC103 Prepare sandwiches

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>



# Assessment Requirements for SITHCCC003 Prepare and present sandwiches

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- follow safe food handling practices when preparing at least one of each of the following hot or cold sandwiches within commercial time constraints:
  - club
  - filled rolls
  - focaccia
  - open
  - pullman
  - wraps
- use a variety of fillings and ingredients to prepare above sandwiches using each of the following breads at least once:
  - white, wholemeal, and grain
  - wraps
  - sourdough
  - flatbreads
- present sandwiches in line with organisational presentation requirements
- store sandwiches and ingredients to optimise shelf life in line with environmental conditions and food safety practices.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- culinary terms and trade names for the different types of sandwiches and breads specified in the performance evidence
- contents of stock date codes and rotation labels and their implication for food quality standards
- characteristics of different sandwiches specified in the performance evidence:
  - appearance and presentation
  - bread variations
  - classical and contemporary variations

- combinations of ingredients
- freshness and other quality indicators
- service style
- trends
- meaning and role of mise en place in the process of preparing sandwiches
- methods used in sandwich preparation:
  - cutting
  - garnishing
  - layering
  - moulding
  - portioning
  - spreading
- appropriate environmental conditions and methods for storing sandwiches to:
  - ensure food safety
  - optimise shelf life
- safe operational practices using essential functions and features of equipment used to produce sandwiches.

## Assessment Conditions

Skills must be demonstrated in an operational commercial kitchen. This can be:

- an industry workplace
- a simulated industry environment, such as a training kitchen servicing customers.

Assessment must ensure access to:

- fixtures and large equipment:
  - burner
  - commercial grade work benches (1.5 m/person)
  - designated storage areas for dry goods and perishables
  - double sink
  - griller
  - refrigeration unit with shelving
  - salamanders
  - scales
  - slicing machine
- small equipment:
  - assorted pots and pans
  - can opener
  - containers for hot and cold food
  - colanders

- cutting boards
- food handler gloves
- knife sharpening equipment
- sharpening steels and stones
- knives:
  - bread
  - chef
  - palette
  - utility
- small utensils:
  - graters
  - peelers, corers and slicers
  - tongs and serving utensils
  - sandwich cutting guides
- packaging materials
- receptacles for presentation and display purposes
- cleaning materials and equipment:
  - cleaning cloths
  - commercial cleaning and sanitising agents and chemicals for cleaning commercial kitchens, equipment and food storage areas
  - dustpans and brooms
  - garbage bins and bags
  - hand towel dispenser and hand towels
  - mops and buckets
  - separate hand basin and antiseptic liquid soap dispenser for hand washing
  - sponges, brushes and scourers
  - tea towels
- organisational specifications:
  - equipment manufacturer instructions
  - for presentation requirements
  - mise en place lists and standard recipes
  - food safety plan
  - guidelines relating to food disposal, storage and presentation requirements
  - safety data sheets (SDS) for cleaning agents
- variety of commercial ingredients for preparing sandwiches
- industry-realistic ratios of kitchen staff to customers; these can be:
  - staff and customers in an industry workplace during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>



## SITHCCC004 Package prepared foodstuffs

### Modification History

Not applicable.

### Application

This unit describes the performance outcomes, skills and knowledge required to package and label prepared foodstuffs for storage and transportation. It requires the ability to check the quality of food and select correct packaging materials.

The unit applies to operational personnel in hospitality and catering organisations that prepare, package and label food. This could include restaurants, educational institutions, health establishments, defence forces, cafeterias, kiosks, cafes, residential caterers, in-flight and other transport caterers, and event and function caterers.

It applies to individuals who work with very little independence and under close supervision. They follow predefined organisational procedures and report any discrepancies to a higher level staff member for action.

Food businesses that produce pre-packaged food items must comply with the legal requirements for labelling contained in the Food Standards Australia New Zealand Act and the Australia New Zealand Food Standards Code.

### Pre-requisite Unit

SITXFSA001 Use hygienic practices for food safety

### Competency Field

Commercial Cookery and Catering

### Unit Sector

Hospitality

### Elements and Performance Criteria

#### ELEMENTS

#### PERFORMANCE CRITERIA

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- |   |  |
|---|--|
| 1. Select food and packaging materials. | 1.1. Check and select food that meets quality requirements for packaging.<br>1.2. Refer problems with food quality to a higher level staff member for action.<br>1.3. Select packaging materials appropriate for specific foods, storage or transport requirements and organisational procedures.  |
| 2. Package and label foods.             | 2.1. Package food items using <b>appropriate packaging</b> according to organisational specifications and food safety procedures.<br>2.2. Label foods according to labelling guidelines and specifications.<br>2.3. Ensure that food items are not contaminated during packaging process.<br>2.4. Adhere to food safety <b>environmental requirements</b> for food packaging area. |
| 3. Complete work process.               | 3.1. Restore work area to original condition according to organisational procedures and environmental requirements.<br>3.2. Identify and report on unsafe or faulty equipment or materials, or rectify according to level of individual responsibility.<br>3.3. Store surplus food items in appropriate <b>environmental conditions</b> .  |

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| <b>SKILLS</b>              | <b>DESCRIPTION</b>   |
|----------------------------|--|
| Reading skills to:         | <ul style="list-style-type: none"> <li>• read and understand label specifications and organisational food safety procedures for packaging food.</li> </ul> |
| Writing skills to:         | <ul style="list-style-type: none"> <li>• record accurate details on food labels for packaged foods.</li> </ul>   |
| Numeracy skills to:        | <ul style="list-style-type: none"> <li>• calculate quantities of food items and packaging materials for particular jobs.</li> </ul>                        |
| Problem-solving skills to: | <ul style="list-style-type: none"> <li>• maintain environmental conditions to prevent contamination of food packaging area.</li> </ul>                     |
| Technology skills to:      | <ul style="list-style-type: none"> <li>• use food packaging and labelling equipment.</li> </ul>  |

## Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

***Appropriate packaging*** must be:

- aseptically treated
- capable of protecting food from damage
- environmentally appropriate
- non-contaminating
- of appropriate dimensions for selected food
- stackable and transportable
- visually appropriate to functional need.

***Environmental requirements*** must include:

- checking and ensuring temperature control
- cleaning and sanitising:
  - packaging area
  - packaging equipment
  - recyclable packaging materials
- protecting food from contaminants, pests and foreign objects.

***Environmental conditions*** must ensure appropriate:

- atmosphere
- humidity
- light
- packaging
- temperature
- use of containers
- ventilation.

## Unit Mapping Information

SITHCCC104 Package prepared foodstuffs

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITHCCC004 Package prepared foodstuffs

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- demonstrate procedure to check quality of foodstuffs against quality criteria
- appropriately package and label each of the following foodstuffs:
  - beverages
  - dairy products
  - dry goods
  - frozen goods
  - fruit and vegetables
  - meat, poultry or seafood
- select and use the following aseptically treated packaging materials for the above foodstuffs:
  - plastic cling wrap
  - plastic or foil containers
  - polystyrene foam
  - recyclable packaging materials
- package foodstuffs within commercial time constraints
- maintain packaging work area in line with food safety environmental requirements.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- quality criteria for food to be packaged:
  - correct portion size
  - shelf-life
  - freshness
  - visual appeal
- key contents of labelling guidelines and specifications determined by:
  - the Australia New Zealand Food Standards Code
  - local, state or territory food safety regulations

- organisational food safety procedures and labelling specifications for packaging food
- meaning as defined by the Australia New Zealand Food Standards Code of:
  - contaminant
  - contaminated food
  - potentially hazardous foods
- environmental requirements for packaging area to avoid food contamination
- characteristics and uses of packaging materials specified in the performance evidence
- packaging requirements for specific food types specified in the performance evidence
- requirements of organisational food safety procedures relating to packaging food.

## Assessment Conditions

Skills must be demonstrated in an operational commercial kitchen. This can be:

- an industry workplace
- a simulated industry environment, such as a training kitchen packaging commercial quantities of foodstuffs.

Assessment must ensure access to:

- fixtures and large equipment:
  - commercial grade work benches (1.5m/person)
  - commercial refrigeration facilities:
    - cool room and/or fridge
    - freezer
  - computers, printers and industry stock control software systems
  - designated storage areas for dry goods and perishables
  - lifting and transporting equipment
- small equipment:
  - containers for hot and cold food storage
  - cutting boards
  - food handler gloves
  - measurers:
    - metric calibrated measuring jugs
    - measuring spoons
    - portion control scoops and markers
  - oven mitts
  - scales
  - temperature probes
  - thermometers
  - tongs and serving utensils
- cleaning materials and equipment:

- cleaning cloths
- commercial cleaning and sanitising agents and chemicals for cleaning commercial kitchens, equipment and food storage areas
- dustpans and brooms
- garbage bins and bags
- hand towel dispenser and hand towels
- mops and buckets
- separate hand basin and antiseptic liquid soap dispenser for hand washing
- sponges, brushes and scourers
- tea towels
- organisational specifications:
  - equipment manufacturer instructions
  - current commercial label specifications
  - food safety procedures for packaging food
  - food safety plan
  - procedures relating to referring food quality or equipment problems and selecting packaging materials
  - recording systems
  - guidelines relating to food disposal, storage and presentation requirements
  - safety data sheets (SDS) for cleaning agents and chemicals
- current Australia New Zealand Food Standards Code
- industry-realistic ratios of kitchen staff to customers
- packaging materials described in the performance evidence
- packaging labels
- foodstuffs described in the performance evidence in commercial quantities to be packaged.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# SITHCCC005 Prepare dishes using basic methods of cookery

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to use a range of basic cookery methods to prepare dishes.

The unit applies to cooks working in hospitality and catering organisations. This could include restaurants, educational institutions, health establishments, defence forces, cafeterias, kiosks, cafes, residential caterers, in-flight and other transport caterers, and event and function caterers.

It applies to individuals who work with very little independence and under close supervision and guidance of more senior chefs. They follow predefined organisational procedures and report any discrepancies to a higher level staff member for action.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## Pre-requisite Unit

SITXFSA001 Use hygienic practices for food safety

## Competency Field

Commercial Cookery and Catering

## Unit Sector

Hospitality

## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential outcomes.

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- |                                       |   |
|---------------------------------------|---|
| 1. Select ingredients.                | 1.1. Confirm food production requirements from food preparation list and standard recipes.<br>1.2. Calculate ingredient amounts according to requirements.<br>1.3. Identify and select ingredients from stores according to recipe, quality, freshness and stock rotation requirements.<br>1.4. Check perishable supplies for spoilage or contamination prior to preparation. |
| 2. Select, prepare and use equipment. | 2.1. Select type and size of equipment suitable to requirements.<br>2.2. Safely assemble and ensure cleanliness of equipment before use.<br>2.3. Use equipment safely and hygienically according to manufacturer instructions.  |
| 3. Portion and prepare ingredients.   | 3.1. Weigh and measure ingredients and create portions according to recipe.<br>3.2. Prepare, cut and portion ingredients according to recipe and cooking style.<br>3.3. Minimise waste to maximise profitability of food items prepared.  |
| 4. Cook dishes.                       | 4.1. Select and use cookery methods for dishes following standard recipes.<br>4.2. Complete cooking process in a logical, planned and safe manner.<br>4.3. Identify problems with the cooking process and take corrective action.<br>4.4. Work cooperatively with colleagues to ensure timely preparation of dishes.  |
| 5. Present and store dishes.          | 5.1. Present dishes on appropriate service-ware.<br>5.2. Add garnishes and accompaniments according to standard recipes.<br>5.3. Clean work area, and dispose of or store surplus and re-usable by-products according to organisational procedures, environmental considerations, and cost-reduction initiatives.   |

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

### SKILLS

### DESCRIPTION

- |                               |   |
|-------------------------------|---|
| Reading skills to:            | <ul style="list-style-type: none"> <li>• locate information in menus and standard recipes in order to determine food preparation requirements.</li> </ul> |
| Oral communication skills to: | <ul style="list-style-type: none"> <li>• listen and respond to colleagues' specific enquiries or problems.</li> </ul>                                     |



- Numeracy skills to:
- calculate the number of portions
  - determine cooking times and temperatures.
- Teamwork skills to:
- ensure that individual contributions to the plating of a dish supports timely and quality food service.
- Self-management skills to:
- apply safety procedures when working in the kitchen
  - deal with pressure of work and kitchen conditions.

## Unit Mapping Information

SITHCCC201 Produce dishes using basic methods of cookery

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITHCCC005 Prepare dishes using basic methods of cookery

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- follow standard recipes for dishes that demonstrate use of each of the following major food types:
  - dairy products
  - dry goods
  - frozen goods
  - fruit
  - meat
  - poultry
  - seafood
  - vegetables
- demonstrate food safety practices for handling and storing each of the major food types
- use each of the following cookery methods and complete mise en place activities when preparing the above dishes:
  - baking
  - blanching
  - boiling
  - braising
  - deep-frying
  - grilling
  - poaching
  - roasting
  - shallow frying (pan-fry, sauté or stir-fry)
  - steaming
  - stewing
  - microwaving
- prepare the above dishes for at least six different customers:
  - within commercial time constraints and deadlines
  - reflecting required quantities to be produced
  - demonstrating portion control procedures

- responding to special customer requests and dietary requirements.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- major food types and their characteristics:
  - dairy products
  - dry goods
  - frozen goods
  - fruit
  - general food items:
    - batters
    - coatings
    - condiments and flavourings
    - garnishes
    - oils
    - sauces
  - meat
  - poultry
  - seafood
  - vegetables
- how the major food types are used in different dishes and the effects on them of the different cookery methods listed in the performance evidence
- meaning and role of mise en place in the process of preparing, cooking and presenting food
- essential culinary terms in, and key principles and practices of, the cookery methods described in the performance evidence
- contents of stock date codes and rotation labels
- safe operational practices using essential functions and features of equipment used in the above cookery methods.

## Assessment Conditions

Skills must be demonstrated in an operational commercial kitchen. This can be:

- an industry workplace
- a simulated industry environment, such as a training kitchen servicing customers.

Assessment must ensure access to:

- fixtures and large equipment:
  - commercial grade work benches (1.5 m/person)

- commercial ovens and trays (one per two persons)
- commercial refrigeration facilities:
  - cool room and/or fridge
  - freezer
- designated storage areas for dry goods and perishables
- double sink
- gas, electric or induction stove tops (two burners per person)
- commercial:
  - blenders and food mills
  - planetary mixers
- deep-fryer
- hot plate or griddle
- lifting and transporting equipment
- microwave
- salamander or other form of griller (one per four persons)
- small equipment:
  - baking sheets and trays
  - colander
  - containers for hot and cold food
  - cutting boards
  - food handler gloves
  - graters
  - juicers
  - knife sharpening equipment
  - sharpening steels and stones
  - knives:
    - bread knives
    - carving knives
    - filleting knives
    - palette knives
    - utility knives
  - measurers:
    - metric calibrated measuring jugs
    - measuring spoons
    - portion control scoops
  - mortar and pestle
  - mouli
  - oven mitts
  - pots and pans
  - service-ware:

- platters, dishes, and bowls
- cutlery and serving utensils
- salad spinner
- scoops, skimmers and spiders
- scales
- slicing machine
- stainless steel bowls
- small utensils:
  - flour and drum sieves
  - peelers, corers and slicers
  - strainers and chinois
  - scrapers
  - spatulas
  - pastry brush
  - tongs and serving utensils
  - whisks:
    - fine stainless steel wire
    - coarse stainless steel wire
- steamers
- spoons:
  - large plain and slotted metal spoons
  - ladles in a variety of sizes
  - wooden spoons
- temperature probes
- thermometers
- cleaning materials and equipment:
  - cleaning cloths
  - commercial cleaning and sanitising agents and chemicals for cleaning commercial kitchens, equipment and food storage areas
  - dustpans and brooms
  - garbage bins and bags
  - hand towel dispenser and hand towels
  - mops and buckets
  - separate hand basin and antiseptic liquid soap dispenser for hand washing
  - sponges, brushes and scourers
  - tea towels
- organisational specifications:
  - equipment manufacturer instructions
  - mise en place lists, menus and standard recipes
  - ordering and docketing paperwork

- food safety plan
- guidelines relating to food disposal, storage and presentation requirements
- safety data sheets (SDS) for cleaning agents and chemicals
- temperature recording charts
- work flow schedules
- cleaning schedules
- diverse and comprehensive range of perishable food supplies for commercial cookery and catering operations as specified in the performance evidence
- industry-realistic ratios of kitchen staff to customers; these can be:
  - staff and customers in an industry workplace during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have achieved the Certificate III in Commercial Cookery or Certificate IV in Commercial Cookery to assess this unit as part of a Certificate III in Commercial Cookery or Certificate IV in Commercial Cookery qualification; and
- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# SITHCCC006 Prepare appetisers and salads

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to prepare appetisers and salads following standard recipes. It requires the ability to select and prepare ingredients, and to use relevant equipment and cookery and food storage methods.

The unit applies to cooks working in hospitality and catering organisations. This could include restaurants, educational institutions, health establishments, defence forces, cafeterias, kiosks, cafes, residential caterers, in flight and other transport caterers, and event and function caterers.

It applies to individuals who work with very little independence and under close supervision and guidance of more senior chefs. They follow predefined organisational procedures and report discrepancies to a higher level staff member for action.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## Pre-requisite Unit

SITXFSA001 Use hygienic practices for food safety

## Competency Field

Commercial Cookery and Catering

## Unit Sector

Hospitality

## Elements and Performance Criteria

### ELEMENTS                      PERFORMANCE CRITERIA

Elements describe the      Performance criteria describe the performance needed to demonstrate

|   |  |
|---|--|
| essential outcomes.                         | achievement of the element.  |
| 1. Select ingredients.                      | <p>1.1. Confirm food production requirements from food preparation list and standard recipes.</p> <p>1.2. Calculate ingredient amounts according to requirements.</p> <p>1.3. Identify and select appetiser and salad ingredients from stores according to recipe, quality, freshness and stock rotation requirements.</p> <p>1.4. Check perishable supplies for spoilage or contamination prior to preparation.</p>   |
| 2. Select, prepare and use equipment.       | <p>2.1. Select type and size of equipment suitable to requirements.</p> <p>2.2. Safely assemble and ensure cleanliness of equipment before use.</p> <p>2.3. Use equipment safely and hygienically according to manufacturer instructions.</p>  |
| 3. Portion and prepare ingredients.         | <p>3.1. Sort and assemble ingredients according to food production sequencing.</p> <p>3.2. Weigh and measure ingredients and create portions according to recipe.</p> <p>3.3. Clean and cut salad ingredients using basic culinary cuts according to quality standards.</p> <p>3.4. Minimise waste to maximise profitability of food items prepared.</p>   |
| 4. Prepare appetisers and salads.           | <p>4.1. Select and use relevant cookery methods for salads and appetisers.</p> <p>4.2. Prepare sauces and dressings according to recipe.</p> <p>4.3. Follow standard recipes and make <i>food quality adjustments</i> within scope of responsibility.</p>  |
| 5. Present and store appetisers and salads. | <p>5.1. Present dishes on appropriate service-ware.</p> <p>5.2. Add dips, sauces and garnishes according to standard recipes and regional variations.</p> <p>5.3. Visually evaluate dish and <i>adjust presentation</i>.</p> <p>5.4. Store dishes in appropriate <i>environmental conditions</i>.</p> <p>5.5. Clean work area, and dispose of or store surplus and re-usable by-products according to organisational procedures, environmental considerations, and cost-reduction initiatives.</p> |

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

|               |                    |
|---------------|--------------------|
| <b>SKILLS</b> | <b>DESCRIPTION</b> |
|---------------|--------------------|



- Reading skills to:
- locate information in food preparation lists and standard recipes to determine food preparation requirements
  - locate and read date codes and rotation labels on food products.
- Numeracy skills to:
- calculate the number of portions
  - determine cooking times and temperatures.
- Planning and organising skills to:
- efficiently sequence stages of food preparation and production.
- Self-management skills to:
- manage own speed, timing and productivity.

## Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

***Food quality adjustments*** must involve consideration of factors relating to:

- taste
- temperature
- texture.

***Adjusting presentation*** must involve consideration of:

- accompaniments and garnishes that maximise visual appeal:
  - balance
  - colour
  - contrast
- plating food for practicality of:
  - customer consumption
  - service
- wiping drips and spills.

***Environmental conditions*** must ensure appropriate:

- atmosphere
- humidity
- light
- packaging
- temperature
- use of containers
- ventilation.

## Unit Mapping Information

SITHCCC202 Produce appetisers and salads

### Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITHCCC006 Prepare appetisers and salads

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- follow standard recipes for dishes that demonstrate use of each of the following ingredients:
  - bread and bakery items
  - condiments
  - dairy products
  - dressing ingredients
  - dry goods
  - eggs
  - farinaceous products
  - frozen goods
  - fruit
  - herbs and spices
  - meat
  - poultry
  - seafood
  - vegetables
- follow standard recipes to prepare the following appetisers and salads:
  - appetisers:
    - antipasto
    - canapés
    - hors d'oeuvres
    - tapas
  - salads:
    - classical
    - modern
    - cold
    - warm
    - fruit

- use at least four of the following cookery methods and complete mise en place activities when preparing the above dishes:
  - baking
  - boiling
  - blanching
  - frying
  - grilling
  - poaching
  - roasting
  - steaming
- prepare the above dishes for at least six different customers:
  - within commercial time constraints and deadlines
  - reflecting required quantities to be produced
  - following procedures for portion control and food safety practices when handling and storing different food types
  - responding to special customer requests and dietary requirements.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- culinary terms and trade names for ingredients commonly used in the production of different appetisers and salads
- contents of stock date codes and rotation labels and their implication for food quality standards
- characteristics of different appetisers and salads:
  - appearance and presentation
  - classical and contemporary variations
  - freshness and other quality indicators
  - nutritional value
  - service style
  - taste
  - texture
- quality indicators for appetisers and salads
- cookery methods for appetisers and salads
- dressings, sauces and garnishes for salads
- mise en place requirements for appetisers and salads
- appropriate environmental conditions for storing appetiser and salad products to:
  - ensure food safety
  - optimise shelf life

- safe operational practices using essential functions and features of equipment used to produce appetisers and salads.

## Assessment Conditions

Skills must be demonstrated in an operational commercial kitchen. This can be:

- an industry workplace
- a simulated industry environment, such as a training kitchen servicing customers.

Assessment must ensure access to:

- fixtures and large equipment:
  - commercial:
    - blenders and food mills
    - planetary mixers
  - commercial grade work benches (1.5 m/person)
  - designated area for dry goods and perishables
  - commercial ovens with trays (one per two persons):
  - commercial refrigeration facilities:
    - cool room and/or fridge
    - freezer
  - deep-fryer
  - designated storage areas for dry goods and perishables
  - double sink
  - gas, electric or induction stove tops (two burners per person)
  - hot plate or griddle
  - microwave
  - salamander or other form of griller (one per four persons)
  - slicing machine
- small equipment:
  - baking sheets and trays
  - containers for hot and cold food
  - cutting boards
  - food handler gloves
  - graters
  - juicers
  - knife sharpening equipment
  - sharpening steels and stones
  - knives:
    - bread knives
    - chef knives

- palette knives
- utility knives
- measurers:
  - metric calibrated measuring jugs
  - measuring spoons
  - portion control scoops
- mortar and pestle
- oven mitts
- pots and pans
- sauce bottles
- salad spinners
- scales
- scoops, skimmers and spiders
- sets of stainless steel bowls
- service-ware:
  - platters, dishes, and bowls
  - cutlery and serving utensils
- small utensils:
  - flour and drum sieves
  - peelers, corers and slicers
  - strainers and chinois
  - scrapers
  - spatulas
  - pastry brush
  - tongs and serving utensils
  - whisks:
    - fine stainless steel wire
    - coarse stainless steel wire
- spoons:
  - large plain and slotted metal spoons
  - ladles in a variety of sizes
  - wooden spoons
- steamers
- temperature probes
- thermometers
- cleaning materials and equipment:
  - cleaning cloths
  - commercial cleaning and sanitising agents and chemicals for cleaning commercial kitchens, equipment and food storage areas
  - dustpans and brooms

- garbage bins and bags
- hand towel dispenser and hand towels
- mops and buckets
- separate hand basin and antiseptic liquid soap dispenser for hand washing
- sponges, brushes and scourers
- tea towels
- organisational specifications:
  - equipment manufacturer instructions
  - mise en place lists, menus and standard recipes
  - current commercial stock control procedures and documentation for ordering, monitoring and maintaining stock
  - ordering and docketing paperwork
  - food safety plan
  - guidelines relating to food disposal, storage and presentation requirements
  - safety data sheets (SDS) for cleaning agents and chemicals
- diverse and comprehensive range of perishable food supplies for commercial cookery or catering operations as specified in the performance evidence
- industry-realistic ratios of kitchen staff to customers; these can be:
  - staff and customers in an industry workplace during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have achieved the Certificate III in Commercial Cookery or Certificate IV in Commercial Cookery to assess this unit as part of a Certificate III in Commercial Cookery or Certificate IV in Commercial Cookery qualification; and
- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# SITHCCC007 Prepare stocks, sauces and soups

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to prepare various stocks, sauces and soups following standard recipes. It requires the ability to select and prepare ingredients, and to use relevant equipment and cookery and food storage methods.

The unit applies to cooks working in hospitality and catering organisations. This could include restaurants, educational institutions, health establishments, defence forces, cafeterias, kiosks, cafes, residential caterers, in flight and other transport caterers, and event and function caterers.

It applies to individuals who work with very little independence and under close supervision and guidance of more senior chefs. They follow predefined organisational procedures and report any discrepancies to a higher level staff member for action.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## Pre-requisite Unit

SITXFSA001 Use hygienic practices for food safety

## Competency Field

Commercial Cookery and Catering

## Unit Sector

Hospitality

## Elements and Performance Criteria

### ELEMENTS

### PERFORMANCE CRITERIA



| Elements describe the essential outcomes.      | Performance criteria describe the performance needed to demonstrate achievement of the element.   |
|--|---|
| 1. Select ingredients.                         | <ul style="list-style-type: none"><li>1.1. Confirm food production requirements from food preparation list and standard recipes.</li><li>1.2. Calculate ingredient amounts according to requirements.</li><li>1.3. Identify and select ingredients for stocks, sauces and soups from stores according to recipe, quality, freshness and stock rotation requirements.</li><li>1.4. Check perishable supplies for spoilage or contamination prior to preparation.</li></ul>   |
| 2. Select, prepare and use equipment.          | <ul style="list-style-type: none"><li>2.1. Select type and size of equipment suitable to requirements.</li><li>2.2. Safely assemble and ensure cleanliness of equipment before use.</li><li>2.3. Use equipment safely and hygienically according to manufacturer instructions.</li></ul>  |
| 3. Portion and prepare ingredients.            | <ul style="list-style-type: none"><li>3.1. Sort and assemble ingredients according to food production sequencing.</li><li>3.2. Weigh and measure ingredients according to recipe.</li><li>3.3. Clean and cut ingredients as required using basic culinary cuts according to culinary standards.</li><li>3.4. Minimise waste to maximise profitability of food items prepared.</li></ul>   |
| 4. Prepare stocks, sauces and soups.           | <ul style="list-style-type: none"><li>4.1. Follow standard recipes, select and use cookery methods to prepare stocks, sauces and soups.</li><li>4.2. Use flavouring and clarifying agents according to standard recipes.</li><li>4.3. Use thickening agents and convenience products appropriately.</li><li>4.4. Make appropriate derivations from basic sauces, both hot and cold where required.</li><li>4.5. Make <i>food quality adjustments</i> within scope of responsibility.</li></ul>  |
| 5. Present and store stocks, sauces and soups. | <ul style="list-style-type: none"><li>5.1. Reconstitute or re-thermalise stocks, sauces and soups to required consistencies.</li><li>5.2. Present soups and sauces attractively on appropriate service-ware.</li><li>5.3. Add garnishes according to standard recipes.</li><li>5.4. Visually evaluate dish and <i>adjust presentation</i>.</li><li>5.5. Store dishes in appropriate <i>environmental conditions</i>.</li><li>5.6. Clean work area, and dispose of or store surplus and reusable by-products according to organisational procedures, environmental considerations, and cost reduction initiatives.</li></ul> |

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| <b>SKILLS</b>                      | <b>DESCRIPTION</b>  |
|------------------------------------|---|
| Reading skills to:                 | <ul style="list-style-type: none"> <li>• locate information in food preparation lists and standard recipes to determine food preparation requirements</li> <li>• locate and read date codes and rotation labels on food products.</li> </ul>                    |
| Numeracy skills to:                | <ul style="list-style-type: none"> <li>• calculate the number of portions</li> <li>• determine cooking times and temperatures.</li> </ul>   |
| Problem-solving skills to:         | <ul style="list-style-type: none"> <li>• evaluate quality of ingredients and finished dishes and make adjustments to ensure a quality product</li> <li>• adjust taste, texture and appearance of food products according to identified deficiencies.</li> </ul> |
| Planning and organising skills to: | <ul style="list-style-type: none"> <li>• efficiently sequence the stages of food preparation and production.</li> </ul>   |
| Self-management skills to:         | <ul style="list-style-type: none"> <li>• manage own speed, timing and productivity.</li> </ul>  |

## Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

***Food quality adjustments*** must involve consideration of factors relating to:

- taste
- temperature
- texture.

***Adjusting presentation*** must involve consideration of:

- accompaniments and garnishes that maximise visual appeal:
  - balance
  - colour
  - contrast
- plating food for practicality of:
  - customer consumption
  - service

*Environmental conditions* must ensure appropriate:

- wiping drips and spills.
- atmosphere
- humidity
- light
- packaging
- temperature
- use of containers
- ventilation.

## Unit Mapping Information

SITHCCC203 Produce stocks, sauces and soups

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITHCCC007 Prepare stocks, sauces and soups

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- follow standard recipes to prepare each of the following stocks:
  - brown beef stocks
  - chicken stocks
  - fish stocks
  - vegetable stocks
- prepare the above stocks for use in different recipes:
  - within commercial time constraints and deadlines
  - reflecting required quantities to be produced
  - following procedures for portion control and food safety practices when handling and storing different food types
  - responding to special customer requests and dietary requirements
- follow standard recipes, from a range of cultural backgrounds, to prepare each of the following:
  - sauces:
    - béchamel
    - chicken and fish velouté
    - coulis
    - demi glacé
    - hollandaise or béarnaise
    - jus
    - mayonnaise based sauces
    - tomato based sauces
  - soups both hot and cold:
    - clear
    - broth
    - purée
    - cream
- prepare the above sauces or soups for at least six different customers:
  - within commercial time constraints and deadlines

- reflecting required quantities to be produced
- following procedures for portion control and food safety practices when handling and storing different food types
- responding to special customer requests and dietary requirements.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- culinary terms and trade names for ingredients commonly used in the production of different stocks, sauces and soups relating to:
  - convenience products
  - thickening agents
- contents of stock date codes and rotation labels and their implication for food quality standards
- characteristics of stocks, sauces and soups listed in the performance evidence:
  - appearance and presentation
  - classical and contemporary variations
  - dishes to which they are matched
  - freshness and other quality indicators
  - nutritional value
  - preparation methods
  - production and cooking durations
  - service style
  - taste
  - texture
- derivatives of base stocks and sauces
- mise en place requirements for stocks, sauces and soups
- appropriate environmental conditions for storing stock, sauces and soups products to:
  - ensure food safety
  - optimise shelf life
- safe operational practices using essential functions and features of equipment used to produce stocks, sauces and soups.

## Assessment Conditions

Skills must be demonstrated in an operational commercial kitchen. This can be:

- an industry workplace
- a simulated industry environment, such as a training kitchen servicing customers.

Assessment must ensure access to:

- fixtures and large equipment:
  - commercial:
    - blenders and food mills
    - food processor
    - planetary mixer
  - commercial grade work benches (1.5 m/person)
  - commercial ovens and trays (one per two persons):
  - commercial refrigeration facilities:
    - cool room and/or fridge
    - freezer
  - designated storage areas for dry goods and perishables
  - double sink
  - gas, electric or induction stove tops (two burners per person)
  - microwave
  - salamander or other form of griller (one per four persons)
  - storage facilities:
    - shelving
    - trays
- small equipment:
  - containers for hot and cold food
  - cutting boards
  - food handler gloves
  - graters
  - knife sharpening equipment
  - sharpening steels and stones
  - knives:
    - carving knives
    - utility knives
  - measurers:
    - metric calibrated measuring jugs
    - measuring spoons
    - portion control scoops
  - mouli
  - oven mitts
  - pots and pans:
    - fry pans
    - stainless steel stock pots (large and small)
  - scales
  - scoops, skimmers and spiders
  - sets of stainless steel bowls

- service-ware:
  - platters, dishes, and bowls
  - cutlery and serving utensils
- small utensils:
  - flour and drum sieves
  - peelers, corers and slicers
  - scrapers
  - spatulas
  - strainers and chinois
  - tongs and serving utensils
  - whisks:
    - fine stainless steel wire
    - coarse stainless steel wire
- spoons:
  - large plain and slotted metal spoons
  - ladles in a variety of sizes
  - serving spoons
  - wooden spoons
- thermometers
- cleaning materials and equipment:
  - cleaning cloths
  - commercial cleaning and sanitising agents and chemicals for cleaning commercial kitchens, equipment and food storage areas
  - dustpans and brooms
  - garbage bins and bags
  - hand towel dispenser and hand towels
  - mops and buckets
  - separate hand basin and antiseptic liquid soap dispenser for hand washing
  - sponges, brushes and scourers
  - tea towels
- organisational specifications:
  - equipment manufacturer instructions
  - current commercial stock control procedures and documentation for ordering, monitoring and maintaining stock
  - ordering and docketing paperwork
  - food safety plans
  - guidelines relating to food disposal, storage and presentation requirements
  - mise en place lists, menus, standard recipes, and recipes for special dietary requirements
  - safety data sheets (SDS) for cleaning agents and chemicals

- diverse and comprehensive range of perishable food supplies for producing stocks, sauces and soups specified in the performance evidence
- industry-realistic ratios of kitchen staff to customers; these can be:
  - staff and customers in an industry workplace during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have achieved the Certificate III in Commercial Cookery or Certificate IV in Commercial Cookery to assess this unit as part of a Certificate III in Commercial Cookery or Certificate IV in Commercial Cookery qualification; and
- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>



# **SITHCCC008 Prepare vegetable, fruit, eggs and farinaceous dishes**

## **Modification History**

Not applicable.

## **Application**

This unit describes the performance outcomes, skills and knowledge required to prepare and cook various vegetable, fruit, egg and farinaceous dishes following standard recipes. It requires the ability to select and prepare ingredients, and to use relevant equipment, cookery and food storage methods.

The unit applies to cooks working in hospitality and catering organisations. This could include restaurants, educational institutions, health establishments, defence forces, cafeterias, kiosks, cafes, residential caterers, in flight and other transport caterers, and event and function caterers.

It applies to individuals who work with very little independence and under close supervision and guidance of more senior chefs. They follow predefined organisational procedures and report any discrepancies to a higher level staff member for action.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## **Pre-requisite Unit**

SITXFSA001 Use hygienic practices for food safety

## **Competency Field**

Commercial Cookery and Catering

## **Unit Sector**

Hospitality

## Elements and Performance Criteria

### ELEMENTS

### PERFORMANCE CRITERIA

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>1. Select ingredients for vegetable, fruit, egg and farinaceous dishes.</li> <li>2. Select, prepare and use equipment.</li> <li>3. Portion and prepare ingredients.</li> <li>4. Cook vegetable, fruit, egg and farinaceous dishes.</li> <li>5. Present and store vegetable, fruit, egg and farinaceous dishes.</li> </ol> | <ol style="list-style-type: none"> <li>1.1. Confirm food production requirements from food preparation list and standard recipes.</li> <li>1.2. Calculate ingredient amounts according to requirements.</li> <li>1.3. Identify and select ingredients from stores according to recipe, quality, freshness and stock rotation requirements.</li> <li>1.4. Check perishable supplies for spoilage or contamination prior to preparation.</li> <li>2.1. Select type and size of equipment suitable to requirements.</li> <li>2.2. Safely assemble and ensure cleanliness of equipment before use.</li> <li>2.3. Use equipment safely and hygienically according to manufacturer instructions.</li> <li>3.1. Sort and assemble ingredients according to food production sequencing.</li> <li>3.2. Weigh and measure ingredients and create portions according to recipe.</li> <li>3.3. Clean and cut ingredients as required using basic culinary cuts according to culinary standards.</li> <li>3.4. Prepare eggs for different culinary uses.</li> <li>3.5. Prepare fresh farinaceous ingredients.</li> <li>3.6. Minimise waste to maximise profitability of food items prepared.</li> <li>4.1. Follow standard recipes to select and use relevant cookery methods for vegetable, fruit, egg and farinaceous foods.</li> <li>4.2. Select and add accompaniments suited to the dish.</li> <li>4.3. Make <b>food quality adjustments</b> within scope of responsibility.</li> <li>5.1. Present dishes attractively on appropriate service-ware.</li> <li>5.2. Add dips, sauces and garnishes according to standard recipes and regional variations.</li> <li>5.3. Visually evaluate dish and <b>adjust presentation</b>.</li> <li>5.4. Store dishes in appropriate <b>environmental conditions</b>.</li> <li>5.5. Clean work area, and dispose of or store surplus and re-usable by-products according to organisational procedures, environmental considerations, and cost-reduction initiatives.</li> </ol> |
|--|---|

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| SKILLS                             | DESCRIPTION   |
|------------------------------------|---|
| Reading skills to:                 | <ul style="list-style-type: none"> <li>locate information in food preparation lists and standard recipes to determine food preparation requirements</li> <li>locate and read date codes and rotation labels on food products.</li> </ul>                    |
| Numeracy skills to:                | <ul style="list-style-type: none"> <li>calculate the number of portions</li> <li>determine cooking times and temperatures.</li> </ul>   |
| Problem-solving skills to:         | <ul style="list-style-type: none"> <li>evaluate quality of ingredients and finished dishes and make adjustments to ensure a quality product</li> <li>adjust taste, texture and appearance of food products according to identified deficiencies.</li> </ul> |
| Planning and organising skills to: | <ul style="list-style-type: none"> <li>efficiently sequence the stages of food preparation and production.</li> </ul>   |
| Self-management skills to:         | <ul style="list-style-type: none"> <li>manage own speed, timing and productivity.</li> </ul>  |

## Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

***Food quality adjustments*** must involve consideration of factors relating to:

- taste
- temperature
- texture.

***Adjusting presentation*** must involve consideration of:

- accompaniments and garnishes that maximise visual appeal:
  - balance
  - colour
  - contrast
- plating food for practicality of:

*Environmental conditions* must ensure appropriate:

- customer consumption
- service
- wiping drips and spills.
- atmosphere
- humidity
- light
- packaging
- temperature
- use of containers
- ventilation.

## Unit Mapping Information

SITHCCC204 Produce vegetable, fruit, egg and farinaceous dishes

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITHCCC008 Prepare vegetable, fruit, eggs and farinaceous dishes

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- follow standard recipes to prepare dishes for at least six different customers using each of the following types of products:
  - vegetables and fruit:
    - dried
    - fresh
    - frozen
  - eggs used for the following applications:
    - aerating
    - binding
    - setting
    - coating
    - enriching
    - emulsifying
    - glazing
    - clarifying
    - garnishing
    - thickening
  - farinaceous items:
    - couscous
    - pasta and noodles
    - polenta
    - pulses
    - rice
- prepare dishes using each of the following cookery methods at least once:
  - boiling
  - braising
  - deep and shallow frying
  - poaching or scrambling
  - roasting

- stewing
- prepare at least three different types of fresh pasta
- prepare the above dishes:
  - within commercial time constraints and deadlines
  - reflecting required quantities to be produced
  - following procedures for portion control and food safety practices when handling and storing different food types
  - responding to special customer requests and dietary requirements.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- culinary terms and trade names for ingredients used in standard recipes for vegetable, fruit, egg and farinaceous dishes, relating to:
  - convenience products
  - fresh products
- contents of stock date codes and rotation labels
- characteristics of different vegetable, fruit, egg and farinaceous dishes:
  - appearance and presentation
  - classical and contemporary variations
  - freshness and other quality indicators
  - nutritional value
  - service style
  - taste
  - texture
- accompaniments and sauces for vegetable, fruit, egg and farinaceous dishes
- historical and cultural origin of different vegetable, fruit, egg and farinaceous dishes and products
- cookery methods for vegetable, fruit, egg and farinaceous dishes listed in the performance evidence
- health risks associated with raw egg products and alternative egg products
- culinary applications which use eggs as specified in the performance evidence
- mise en place requirements for vegetable, fruit, egg and farinaceous dishes
- appropriate environmental conditions for storing food products to:
  - ensure food safety
  - optimise shelf life
- safe operational practices using essential functions and features of equipment used to produce vegetable, fruit, egg and farinaceous dishes.

## Assessment Conditions

Skills must be demonstrated in an operational commercial kitchen. This can be:

- an industry workplace
- a simulated industry environment, such as a training kitchen servicing customers.

Assessment must ensure access to:

- fixtures and large equipment:
  - commercial:
    - blenders and food mills
    - food processor
    - planetary mixer
  - commercial grade work benches (1.5 m/person)
  - commercial ovens with trays (one per two persons)
  - commercial refrigeration facilities:
    - cool room and/or fridge
    - freezer
  - deep-fryer
  - designated storage areas for dry goods and perishables
  - double sink
  - gas, electric or induction stove tops (two burners per person)
  - hot plate or griddle
  - microwave
  - pasta machine
  - salamander or other form of griller (one per four persons)
  - storage facilities:
    - shelving
    - trays
- small equipment:
  - baking sheets and trays
  - beaters
  - containers for hot and cold food
  - cutting boards
  - food handler gloves
  - graters
  - juicers
  - knife sharpening equipment
  - sharpening steels and stones
  - knives:
    - chef knives

- utility knives
- measurers:
  - metric calibrated measuring jugs
  - measuring spoons
  - portion control scoops
- oven mitts
- pots and pans for small and large production:
  - stainless steel
  - cast iron
  - non-stick fry pans
- scoops, skimmers and spiders
- scales
- service-ware:
  - platters, dishes and bowls
  - cutlery and serving utensils
- sets of stainless steel bowls
- steamers
- small utensils:
  - flour and drum sieves
  - pastry brushes
  - peelers, corers and slicers
  - scrapers
  - spatulas
  - strainers and chinois
  - tongs and serving utensils
  - whisks:
    - fine stainless steel wire
    - coarse stainless steel wire
- spoons:
  - large plain and slotted metal spoons
  - ladles in a variety of sizes
  - serving spoons
  - wooden spoons
- thermometers
- cleaning materials and equipment:
  - cleaning cloths
  - commercial cleaning and sanitising agents and chemicals for cleaning commercial kitchens, equipment and food storage areas
  - dustpans and brooms
  - garbage bins and bags



- hand towel dispenser and hand towels
- mops and buckets
- separate hand basin and antiseptic liquid soap dispenser for hand washing
- sponges, brushes and scourers
- tea towels
- organisational specifications:
  - equipment manufacturer instructions
  - current commercial stock control procedures and documentation for ordering, monitoring and maintaining stock
  - mise en place lists, menus, standard recipes, and recipes for special dietary requirements
  - guidelines relating to food disposal, storage and presentation requirements
  - ordering and docketing paperwork
  - food safety plan
  - safety data sheets (SDS) for cleaning agents and chemicals
- diverse and comprehensive range of perishable food supplies for commercial cookery or catering operations as specified in the performance evidence
- industry-realistic ratios of kitchen staff to customers; these can be:
  - staff and customers in an industry workplace during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have achieved the Certificate III in Commercial Cookery or Certificate IV in Commercial Cookery to assess this unit as part of a Certificate III in Commercial Cookery or Certificate IV in Commercial Cookery qualification; and
- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## **SITHCCC009 Produce cook-chill and cook-freeze foods**

### **Modification History**

Not applicable.

### **Application**

This unit describes the performance outcomes, skills and knowledge required to safely produce bulk amounts of cook-chill and cook-freeze foods. It requires the ability to select, prepare and portion bulk ingredients and to use equipment and a range of cookery methods to cook, chill, freeze and store food.

Cook-chill and cook-freeze foods may be entire meals or individual items. This unit applies to all hospitality and catering organisations that produce bulk amounts of precooked food which is chilled or frozen and then transferred to internal or external service outlets for re-thermalisation.

These organisations include hotels, restaurants, educational institutions, correctional centres, health establishments, defence forces, cafeterias, kiosks, cafes, canteens, residential caterers, meals-on-wheels services, in-flight and other transport caterers, and event and function caterers.

The unit applies to individuals who work with very little independence and under close supervision and guidance of more senior chefs. They follow predefined organisational procedures and report any discrepancies to a higher level staff member for action. This includes catering assistants and cooks.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### **Pre-requisite Unit**

SITXFSA001 Use hygienic practices for food safety

### **Competency Field**

Commercial Cookery and Catering

## Unit Sector

Hospitality

## Elements and Performance Criteria

### ELEMENTS

### PERFORMANCE CRITERIA

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- |   |  |
|---|--|
| <p>1. Select ingredients.</p>                       | <p>1.1. Confirm food production requirements from food preparation list.</p> <p>1.2. Calculate ingredient amounts according to requirements.</p> <p>1.3. Identify and select ingredients from stores according to recipe, quality, freshness and stock rotation requirements.</p> <p>1.4. Check perishable supplies for spoilage or contamination prior to preparation.</p>  |
| <p>2. Select, prepare and use equipment.</p>        | <p>2.1. Select type and size of equipment suitable to requirements.</p> <p>2.2. Safely assemble and ensure cleanliness of equipment before use.</p> <p>2.3. Use equipment safely and hygienically according to manufacturer instructions.</p>  |
| <p>3. Portion and prepare bulk ingredients.</p>     | <p>3.1. Sort and assemble bulk ingredients according to food production sequencing.</p> <p>3.2. Weigh and measure wet and dry bulk ingredients according to recipe and quantity of bulk food items required.</p> <p>3.3. Clean and cut bulk ingredients as required using basic culinary cuts according to culinary standards.</p> <p>3.4. Minimise waste to maximise profitability of food items produced.</p>  |
| <p>4. Cook and portion bulk food items.</p>         | <p>4.1. Produce food using cookery methods that achieve desired <b><i>product characteristics</i></b>.</p> <p>4.2. Follow standard recipes and make <b><i>food quality adjustments</i></b> within scope of responsibility.</p> <p>4.3. Maintain optimum quality of food for cook-chill and cook-freeze processes.</p> <p>4.4. Cook food to specified temperatures for cook-chill and cook-freeze production and within safe tolerances for microbiological change.</p> |
| <p>5. Chill food and store under refrigeration.</p> | <p>5.1. Use blast and water bath chilling methods to chill foods while meeting food quality and time and temperature standards.</p> <p>5.2. Select appropriate containers for storage and label and code</p>   |

- clearly.
- 5.3.Store food dynamically using first in–first out methods.
  - 5.4.Meet time and temperature standards for storage to minimise spoilage according to food safety procedures and standards.
  - 5.5.Continually monitor storage temperatures to avoid food spoilage.
6. Package, freeze and store cooked food.
    - 6.1.Select appropriate containers for freezer storage and label and code clearly.
    - 6.2.Meet time and temperature standards for freezer storage to minimise spoilage according to food safety procedures and standards.
    - 6.3 Freeze food in batches, according to food safety procedures and standards, allowing each freezing cycle to be completed.
    - 6.4.Place food items in appropriate storage once freezing cycle and labelling are complete.
    - 6.5.Continually monitor freezer temperatures to avoid food spoilage.
  7. Transfer cook-chill and cook-freeze foods.
    - 7.1.Transfer food from production kitchen to service areas and outlets by refrigerated transport or insulated containers.
    - 7.2.Check and record temperature levels at despatch and receipt.
    - 7.3.Protect food from dangerous temperatures during transfer process.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| <b>SKILLS</b>              | <b>DESCRIPTION</b>   |
|----------------------------|--|
| Reading skills to:         | <ul style="list-style-type: none"> <li>• locate information in food preparation lists and standard recipes to determine food preparation requirements</li> <li>• locate and read date codes and rotation labels on food products.</li> </ul>                   |
| Writing skills to:         | <ul style="list-style-type: none"> <li>• record notes on recipe and temperature requirements</li> <li>• enter familiar information legibly on containers and labels.</li> </ul>  |
| Numeracy skills to:        | <ul style="list-style-type: none"> <li>• calculate the number of portions</li> <li>• determine cooking times and temperatures.</li> </ul>  |
| Problem-solving skills to: | <ul style="list-style-type: none"> <li>• evaluate quality of ingredients and finished dishes and make adjustments to ensure a quality product</li> <li>• adjust taste, texture and appearance of food products according to identified deficiencies</li> </ul> |

- monitor temperatures and adjust according to identified discrepancies.
- Planning and organising skills to:
- efficiently sequence the stages of food preparation and production.
- Self-management skills to:
- manage own speed, timing and productivity.
- Technology skills to:
- use food preparation, cooking, chilling and freezing equipment.

## Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

*Product characteristics* must include:

- appearance
- colour
- consistency
- moisture content
- shape
- size
- structure
- taste
- texture.

*Food quality adjustments* must involve consideration of factors relating to:

- ratio of wet to dry ingredients
- taste
- temperature
- texture.

## Unit Mapping Information

SITHCCC205 Produce cook-chill and cook-freeze foods

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITHCCC009 Produce cook-chill and cook-freeze foods

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- produce bulk amounts of cook-chill and cook-freeze foods to meet each of the following food service requirements:
  - entire meals
  - individual meals
  - bulk meals for external transportation
  - sous vide products
- use the following cookery methods when producing cook-chilled and cook-frozen food items:
  - baking
  - blanching
  - boiling
  - braising
  - chargrilling and barbecuing
  - deep-frying
  - grilling
  - microwaving
  - poaching
  - roasting
  - sous-vide
  - steaming
  - stewing
- prepare the above foods on at least six different occasions:
  - within commercial time constraints and deadlines
  - according to standard recipes and required temperature specifications
  - reflecting required quantities to be produced
  - following procedures for portion control and food safety practices when handling and storing different food types
  - responding to special customer dietary requirements.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- characteristics and uses of different precooked food types subject to chilling and freezing:
  - culinary terms and trade names
  - bulk foods
  - plated meals
  - sous-vide products
  - meals-on-wheels
  - takeaway meals
- contents of stock date codes and rotation labels
- indicators of spoilage and contamination of perishable supplies in storage
- methods for weighing and measuring wet and dry bulk ingredients
- mise en place requirements for producing cook-chill and cook-freeze foods
- methods to chill foods:
  - blast
  - water bath
- food safety procedures and standards for preparing cook-chill and cook-freeze foods
- food safety procedures and standards for storing chilled and frozen food:
  - appropriate storage environments:
    - atmosphere
    - chillers
    - cool rooms
    - freezers
    - humidity
    - light
    - packaging
    - refrigerators
    - containers
    - ventilation
  - first in-first out methods
  - labelling and coding
  - temperature specifications for storage
- temperature specifications and methods for transferring chilled and frozen foods
- safe operational practices using essential functions and features of equipment used to produce cook-chill and cook-freeze foods.

## Assessment Conditions

Skills must be demonstrated in an operational commercial kitchen. This can be:



- an industry workplace
- a simulated industry environment, such as a training kitchen servicing customers.

Assessment must ensure access to:

- fixtures and large equipment:
  - commercial:
    - blenders and food mills
    - food processor
    - planetary mixers
  - commercial grade work benches (1.5 m/person)
  - commercial ovens with trays (one per two persons)
  - commercial refrigeration facilities:
    - cool room
    - fridge
    - freezer
  - deep-fryer
  - designated storage areas for dry goods and perishables
  - double sink
  - gas, electric or induction stove tops (two burners per person)
  - hot plate griddle
  - lifting and transporting equipment
  - microwave
  - recording systems
  - salamander or other form of griller (one per four persons)
  - storage facilities:
    - shelving
    - trays
  - slicing machine
  - steamers
- small equipment:
  - baking sheets and trays
  - beaters
  - containers for hot and cold food
  - cutting boards
  - food handler gloves
  - forms and moulds
  - graters
  - knife sharpening equipment
  - sharpening steels and stones

- knives and cleavers:
  - carving knives
  - chef knives
  - utility knives
- measurers:
  - metric calibrated measuring jugs
  - measuring spoons
  - portion control scoops
- mouli
- oven mitts
- poachers
- pots and pans for small and large production:
  - bratt pans
  - stainless steel, cast iron, iron and non-stick fry pans
  - stock pots
- scoops, skimmers and spiders
- scales
- sets of stainless steel bowls
- small utensils:
  - flour and drum sieves
  - peelers, corers and slicers
  - strainers and chinois
  - scrapers
  - spatulas
  - pastry brush
  - tongs
  - whisks:
    - fine stainless steel wire
    - coarse stainless steel wire
- steamers
- spoons:
  - large plain and slotted metal spoons
  - ladles in a variety of sizes
  - serving spoons
  - wooden spoons
- temperature probes
- thermometers
- cooking equipment specific to cook-freeze and cook-chill processes:
  - blast chiller
  - blast freezer

- chilling equipment
- ice slurry
- packaging material
- vacuum sealing equipment
- cleaning materials and equipment:
  - cleaning cloths
  - commercial cleaning and sanitising agents and chemicals for cleaning commercial kitchens, equipment and food storage areas
  - dustpans and brooms
  - garbage bins and bags
  - hand towel dispenser and hand towels
  - mops and buckets
  - separate hand basin and antiseptic liquid soap dispenser for hand washing
  - sponges, brushes and scourers
  - tea towels
- organisational specifications:
  - equipment manufacturer instructions
  - current commercial stock control procedures and documentation for ordering, monitoring and maintaining stock
  - mise en place lists, menus, standard recipes, and recipes for special dietary requirements
  - ordering and docketing paperwork
  - food safety plans
  - safety data sheets (SDS) for cleaning agents and chemicals
- diverse and comprehensive range of perishable food supplies for commercial cookery or catering operations
- industry-realistic ratios of kitchen staff to customers; these can be:
  - staff and customers in an industry workplace during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have achieved the Certificate III in Commercial Cookery or Certificate IV in Commercial Cookery to assess this unit as part of a Certificate III in Commercial Cookery or Certificate IV in Commercial Cookery qualification; and
- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# SITHCCC010 Re-thermalise chilled and frozen foods

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to safely re-thermalise bulk amounts of pre-cooked food which has been chilled or frozen. It requires the ability to select, thaw, reheat, and present pre-cooked food items according to food safety procedures and standards.

Foods may be entire meals or individual items. This unit applies to all hospitality and catering organisations which prepare and serve pre-cooked food that has been chilled or frozen.

These organisations include hotels, restaurants, educational institutions, correctional centres, health establishments, defence forces, cafeterias, kiosks, cafes, canteens, fast food outlets, residential caterers, meals-on-wheels services, in-flight and other transport caterers, and event and function caterers.

The unit applies to individuals who work with very little independence and under close supervision and guidance of more senior chefs. They follow predefined organisational procedures and report any discrepancies to a higher level staff member for action. This includes catering assistants, fast food and other cooks.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## Pre-requisite Unit

SITXFSA001 Use hygienic practices for food safety

## Competency Field

Commercial Cookery and Catering

## Unit Sector

Hospitality

## Elements and Performance Criteria

### ELEMENTS

### PERFORMANCE CRITERIA

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>1. Select frozen and chilled foods.</li> </ol>                    | <ol style="list-style-type: none"> <li>1.1. Confirm food production requirements from food preparation list.</li> <li>1.2. Identify and select chilled and frozen food items from storage according to recipe needs and stock rotation requirements.</li> <li>1.3. Check pre-cooked foods for spoilage or contamination prior to preparation.</li> <li>1.4. Dispose of spoilt stock within scope of responsibility and report losses to supervisors.</li> </ol>   |
| <ol style="list-style-type: none"> <li>2. Prepare chilled and frozen food for reheating.</li> </ol>      | <ol style="list-style-type: none"> <li>2.1. Use appropriate methods to thaw chilled and frozen foods according to food safety procedures and standards.</li> <li>2.2. Space trays and containers to allow air flow.</li> <li>2.3. Meet time and temperature standards when thawing products.</li> <li>2.4. Transfer food to the point of production and service, maintaining correct temperatures.</li> </ol>   |
| <ol style="list-style-type: none"> <li>3. Reheat pre-cooked food items.</li> </ol>                       | <ol style="list-style-type: none"> <li>3.1. Prepare kitchen equipment for reheating food items.</li> <li>3.2. Select and load trays and containers appropriate for the equipment type and loading procedures.</li> <li>3.3. Space reheating trays and containers to allow air flow.</li> <li>3.4. Use appropriate methods and equipment to reheat pre-cooked food items according to cooking instructions, food safety procedures and standards, and manufacturer instructions.</li> <li>3.5. Check and record food temperature according to food safety procedures and standards.</li> <li>3.6. Clean thermometers between temperature checks of each food item.</li> </ol>  |
| <ol style="list-style-type: none"> <li>4. Maintain, portion, present and serve reheated food.</li> </ol> | <ol style="list-style-type: none"> <li>4.1. Transfer reheated food safely to heated bain marie or service-ware.</li> <li>4.2. Maintain food temperature during preparation according to food safety requirements.</li> <li>4.3. Evaluate food items against quality indicators for re-thermalised food and adjust before serving as required.</li> <li>4.4. Portion food items to minimise waste and maximise yield and profitability.</li> <li>4.5. Plate food items with appropriate accompaniments and garnishes according to standard recipes and regional variations.</li> <li>4.6. Visually evaluate dishes and <i>adjust presentation</i>.</li> <li>4.7. Serve or deliver food items at temperatures that comply with</li> </ol> |

food safety procedures and standards.

- 4.8. Clean work area, and dispose of or store surplus and re-usable by-products according to organisational procedures, environmental considerations, and cost-reduction initiatives.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| SKILLS                             | DESCRIPTION  |
|------------------------------------|--|
| Reading skills to:                 | <ul style="list-style-type: none"> <li>locate information in food preparation lists, cooking instructions, food safety procedures and standards to determine re-thermalising requirements</li> <li>locate and read date codes and rotation labels on food products.</li> </ul> |
| Numeracy skills to:                | <ul style="list-style-type: none"> <li>calculate thawing temperatures and time required for the quantity of portions required</li> <li>determine cooking times and temperatures.</li> </ul>  |
| Learning skills to:                | <ul style="list-style-type: none"> <li>locate key information in standards and specifications relating to thawing, re-thermalising and maintaining food temperature.</li> </ul>  |
| Problem-solving skills to:         | <ul style="list-style-type: none"> <li>evaluate the quality of re-thermalised food items and make adjustments to ensure a quality product</li> <li>monitor temperatures and adjust according to identified discrepancies.</li> </ul>   |
| Planning and organising skills to: | <ul style="list-style-type: none"> <li>efficiently sequence the stages of food preparation and re-thermalisation.</li> </ul>   |
| Self-management skills to:         | <ul style="list-style-type: none"> <li>manage own speed, timing and productivity.</li> </ul>   |
| Technology skills to:              | <ul style="list-style-type: none"> <li>use food thawing and re-thermalisation cooking equipment.</li> </ul>  |

## Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

*Adjusting presentation* must involve consideration of:

- accompaniments and garnishes that maximise visual appeal:
  - balance
  - colour
  - contrast
- plating food for practicality of:
  - customer consumption
  - service
- wiping drips and spills.

## Unit Mapping Information

SITHCCC206 Rethermalise chilled and frozen foods

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>



# Assessment Requirements for SITHCCC010 Re-thermalise chilled and frozen foods

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- prepare and re-thermalise the following food items, including at least one chilled and one frozen item, to meet the following food service requirements:
  - entire meals
  - individual meals
  - bulk meals for external transportation
  - sous vide products
- conduct temperature checks on the following food and ingredients:
  - cold
  - frozen
  - raw
  - reheated
- produce meals containing re-thermalised food items for at least six different customers:
  - within commercial time constraints and deadlines
  - reflecting required quantities to be produced
  - following food safety procedures for thawing, re-thermalising and maintaining reheated food items
  - according to required methods and temperature specifications for thawing, re-thermalising and maintaining reheated food items
  - following procedures for portion control and food safety practices when re-thermalising chilled and frozen foods
  - responding to special customer requests and dietary requirements.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- culinary terms and trade names for pre-cooked food types commonly subject to chilling and freezing
- contents of stock date codes and rotation labels
- characteristics and uses of different pre-cooked food types subject to chilling and freezing:

- bulk foods
- plated meals
- sous-vide products
- meals-on-wheels
- takeaway meals
- quality indicators for re-thermalised food items
- indicators of spoilage and contamination of chilled and frozen food items in storage
- food safety procedures for preparing and serving bulk amounts of pre-cooked food:
  - thawing
  - transferring
  - re-thermalising
  - maintaining reheated food items
- mise en place requirements for re-thermalising chilled and frozen foods
- methods and temperature specifications for chilled and frozen food items:
  - thawing
  - re-thermalising
  - maintaining reheated food items to a safe core temperature
- safe operational practices and essential functions and features of equipment used to re-thermalise chilled and frozen foods:
  - oven
  - steamer
  - microwave
  - bratt pan
  - grill
  - salamander
  - water bath.

## Assessment Conditions

Skills must be demonstrated in an operational commercial kitchen. This can be:

- an industry workplace
- a simulated industry environment, such as a training kitchen servicing customers.

Assessment must ensure access to:

- fixtures and large equipment:
  - bain marie or hotbox
  - commercial grade work benches (1.5m/person)
  - commercial refrigeration facilities to ensure appropriate thawing of frozen food items:
    - cool room
    - refrigerator

- double sink
- storage facilities:
  - shelving
  - trays
- small equipment:
  - containers for hot and cold food
  - food handler gloves
  - service-ware:
    - platters, dishes, and bowls
    - cutlery and serving utensils
  - spoons:
    - large plain and slotted metal spoons
    - ladles in a variety of sizes
    - serving spoons
    - wooden spoons
  - temperature probes
  - thermometers
  - tongs
- commercial equipment to ensure appropriate reheating of pre-cooked food items:
  - combi ovens
  - grill or salamander
  - induction stove
  - kettle
  - microwave
  - steamer
  - water bath
- cleaning materials and equipment:
  - antibacterial wipes
  - cleaning cloths
  - commercial cleaning and sanitising agents and chemicals for cleaning commercial kitchens, equipment and food storage areas
  - dustpan and brooms
  - garbage bins and bags
  - hand towel dispenser and hand towels
  - mop and bucket
  - separate hand basin and antiseptic liquid soap dispenser for hand washing
  - sponges, brushes and scourers
  - tea towels and oven mitts
- organisational specifications:

- current commercial stock control procedures and documentation for ordering, monitoring and maintaining stock
- equipment manufacturer instructions
- mise en place lists, menus, standard recipes, and recipes for special dietary requirements
- ordering and docketing paperwork
- food safety plan
- safety data sheets (SDS) for cleaning agents and chemicals
- diverse and comprehensive range of perishable food supplies for commercial cookery or catering
- industry-realistic ratios of kitchen staff to customers; these can be:
  - staff and customers in an industry workplace during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have achieved the Certificate III in Commercial Cookery or Certificate IV in Commercial Cookery to assess this unit as part of a Certificate III in Commercial Cookery or Certificate IV in Commercial Cookery qualification; and
- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# SITHCCC011 Use cookery skills effectively

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to use a range of cookery skills during service and production periods. The unit integrates key technical and organisational skills covered in individual units and focuses on the way these must be applied in a commercial kitchen.

The unit applies to hospitality and catering operations, including restaurants, educational institutions, health establishments, defence forces, cafeterias, kiosks, cafes, residential caterers, in flight and other transport caterers, and event and function caterers. It applies to individuals who prepare a range of food items using standard recipes, but who may not be fully qualified cooks. Styles of menus may be classical, contemporary or ethnic and may be formal or informal according to organisational requirements.

This unit underpins the more advanced integrated unit: SITHCCC020 Work effectively as a cook, which applies to qualified cooks.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## Pre-requisite Unit

SITXFSA001 Use hygienic practices for food safety

## Competency Field

Commercial Cookery and Catering

## Unit Sector

Hospitality

## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential outcomes.

1. Organise and prepare for food service or production.

2. Cook menu items for food service or production.

3. Complete end of shift requirements.

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Calculate ingredient quantities according to recipes and specifications.
- 1.2. Prepare a job checklist for food preparation and service that is clear, complete and appropriate to situation.
- 1.3. Follow instructions about menu requirements and job roles.
- 1.4. Follow a work schedule to maximise efficiency, taking into consideration roles and responsibilities of other team members.
- 1.5. Complete *food organisation and preparation* according to different food production and service requirements.
- 2.1. Select and use appropriate commercial equipment to produce menu items in line with manufacturer specifications.
- 2.2. Cook menu items according to menu type and service style, using appropriate cookery methods.
- 2.3. Work cooperatively as part of a kitchen team.
- 2.4. Follow workplace safety and hygiene procedures according to organisational and legislative requirements.
- 2.5. Maintain cleanliness and tidiness of the work environment.
- 3.1. Complete *end of shift procedures* according to organisational practices.
- 3.2. Store food items appropriately to minimise food spoilage, contamination and waste, and label according to organisational procedures.
- 3.3. Participate in post-shift debrief or handover.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

### SKILLS

### DESCRIPTION

- Reading skills to:
- locate information in production instructions, task sheets in work schedules, and standard recipes.
- Writing skills to:
- write a list of tasks to be completed as part of the food production

- process.
- Numeracy skills to:
- measure familiar quantities of ingredients using simple measuring instruments.
- Problem-solving skills to:
- respond to problems in the preparation and cooking process.
- Learning skills to:
- identify organisational requirements that apply to own and workplace safety, productivity and hygiene procedures.
- Teamwork skills to:
- work cooperatively with others to support timely and quality food service
  - work safely in the kitchen, supporting a safe environment for self and others.
- Self-management skills to:
- respond to multiple demands simultaneously to support live service and production period
  - deal with pressure of work and kitchen conditions.
- Technology skills to:
- use a range of commercial kitchen equipment when preparing different menu types based on standard recipes.

## Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

***Food organisation and preparation*** must include:

- cleaning and preparing vegetables and other ingredients
- preparing and portioning food types, ingredients and dishes
- selecting and using service-ware and equipment.

***End of shift procedures*** must include:

- cleaning procedures
- post-shift debrief or handover
- preparing work area for the next food service or production period
- restocking
- storing food items
- updating stock inventory.

## Unit Mapping Information

SITHCCC207 Use cookery skills effectively

### Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>



# Assessment Requirements for SITHCCC011 Use cookery skills effectively

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- safely and hygienically prepare and serve menu items to industry and organisational quality standards for a minimum of twelve complete service periods (shifts) that cover a combination of:
  - breakfast
  - dinner
  - lunch
  - special function
- multi-task and integrate technical and other skills to respond to multiple demands simultaneously
- respond to special customer requests
- perform designated kitchen roles as part of a team to achieve production requirements during the above service periods
- work professionally undertaking tasks according to team responsibilities and organisational requirements
- prepare dishes appropriate to each of the above service periods within the typical workplace time constraints of a busy commercial kitchen.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- culinary terms commonly used in the industry and organisation
- characteristics of different foods from all main food categories prepared in the organisation
- features and interpretation of standard recipes
- basic principles and methods of cookery
- established roles and responsibilities in food preparation and production processes
- organisational procedures for:
  - planning, preparing and storing food
  - end of shift
  - workplace safety and hygiene

- essential principles and practices related to:
  - food safety and hygiene
  - kitchen safety and cleanliness
- safe operational practices using essential functions and features of equipment in use.

## Assessment Conditions

Skills must be demonstrated in an operational commercial kitchen. This can be:

- an industry workplace
- a simulated industry environment, such as a training kitchen servicing customers.

Assessment must ensure access to:

- fixtures and large equipment:
  - bain marie
  - commercial:
    - blenders and food mills
    - food processor
    - planetary mixers
  - commercial grade work benches (1.5 m/person)
  - commercial ovens with trays (one per two persons)
  - commercial refrigeration facilities:
    - cool room
    - freezer
    - fridge
  - deep-fryer
  - designated storage areas for dry goods and perishables
  - double sink
  - gas, electric or induction stove tops (two burners per person)
  - hot plate or griddle
  - microwave
  - lifting and transporting equipment
  - recording systems
  - salamander or other form of griller (one per four persons)
  - storage facilities:
    - shelving
    - trays
  - slicing machine
  - steamers
- small equipment:

- baking sheets and trays
- beaters
- containers for hot and cold food
- cutting boards
- food handler gloves
- graters
- juicers
- knife sharpening equipment
- sharpening steels and stones
- knives and cleavers:
  - bread knives
  - butcher and boning knives
  - chef knives
  - carving knives
  - large serrated cake knives
  - palette knives
  - filleting knives
  - utility knives
- measurers:
  - metric calibrated measuring jugs
  - measuring spoons
  - portion control scoops
- meat mallet
- moulds and forms
- mouli
- oven mitts
- pans and pots for small and large production:
  - stainless steel, cast iron, iron and non-stick fry pans
  - stainless stock pots
- piping bags and attachments
- poachers
- scoops, skimmers and spiders
- service-ware:
  - platters, dishes and bowls
  - cutlery and serving utensils
- small utensils:
  - flour and drum sieves
  - peelers, corers and slicers
  - strainers and chinois
  - scrapers

- spatulas
- pastry brush
- tongs and serving utensils
- whisks:
  - fine stainless steel wire
  - coarse stainless steel wire
- salad spinner
- scales
- sets of stainless steel bowls
- steamers
- spoons:
  - large plain and slotted metal spoons
  - ladles in a variety of sizes
  - serving spoons
  - wooden spoons
- temperature probes
- thermometers
- cleaning materials and equipment:
  - cleaning cloths
  - commercial cleaning and sanitising agents and chemicals for cleaning commercial kitchens, equipment and food storage areas
  - dustpans and brooms
  - garbage bins and bags
  - hand towel dispenser and hand towels
  - mops and buckets
  - separate hand basin and antiseptic liquid soap dispenser for hand washing
  - sponges, brushes and scourers
  - tea towels
- organisational specifications:
  - equipment manufacturer instructions
  - current commercial stock control procedures and documentation for ordering, monitoring and maintaining stock
  - mise en place lists, menus, standard recipes, and recipes for special dietary requirements
  - ordering and docketing paperwork
  - guidelines relating to food disposal, storage and presentation requirements
  - food safety plan
  - safety data sheets (SDS) for cleaning agents and chemicals
- diverse and comprehensive range of perishable food supplies for commercial cookery or catering operations

- industry-realistic ratios of kitchen staff to customers; these can be:
  - staff and customers in an industry workplace during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have achieved the Certificate III in Commercial Cookery or Certificate IV in Commercial Cookery to assess this unit as part of a Certificate III in Commercial Cookery or Certificate IV in Commercial Cookery qualification; and
- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# SITHCCC012 Prepare poultry dishes

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to prepare and cook a range of poultry dishes following standard recipes. It requires the ability to select, prepare and portion poultry, and to use relevant equipment, cookery and food storage methods.

The unit applies to cooks working in hospitality and catering organisations. This could include restaurants, educational institutions, health establishments, defence forces, cafeterias, kiosks, cafes, residential caterers, in flight and other transport caterers, and event and function caterers.

It applies to individuals who work under the guidance of more senior chefs. They demonstrate autonomy and judgement to complete routine activities and take limited responsibility in known and stable contexts within established parameters.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## Pre-requisite Unit

SITXFSA001 Use hygienic practices for food safety

## Competency Field

Commercial Cookery and sCatering

## Unit Sector

Hospitality

## Elements and Performance Criteria

| ELEMENTS | PERFORMANCE CRITERIA |
|----------|----------------------|
|----------|----------------------|

| Elements describe the essential outcomes. | Performance criteria describe the performance needed to demonstrate achievement of the element.  |
|---|--|
| 1. Select ingredients.                    | 1.1. Confirm food production requirements from food preparation list and standard recipes.<br>1.2. Calculate ingredient amounts according to requirements.<br>1.3. Identify and select poultry products and other ingredients from stores according to recipe, quality, freshness and stock rotation requirements.   |
| 2. Select, prepare and use equipment.     | 2.1. Select type and size of knives and other equipment suitable to requirements.<br>2.2. Safely assemble and ensure cleanliness of equipment before use.<br>2.3. Use knives and other equipment safely and hygienically according to manufacturer instructions.   |
| 3. Portion and prepare ingredients.       | 3.1. Thaw frozen poultry according to food safety guidelines as required.<br>3.2. Sort and assemble ingredients according to food production sequencing.<br>3.3. Weigh and measure ingredients and create portions according to recipe.<br>3.4. Use poultry preparation techniques according to recipe requirements.<br>3.5. Minimise waste to maximise profitability of food items prepared.  |
| 4. Cook poultry dishes.                   | 4.1. Follow standard recipes to select and use cookery methods for poultry.<br>4.2. Prepare poultry accompaniments and add marinades as required.<br>4.3. Make <b>food quality adjustments</b> within scope of responsibility.   |
| 5. Present poultry dishes.                | 5.1. Carve poultry using appropriate tools and techniques, taking account of meat and bone structure and waste minimisation.<br>5.2. Portion and serve poultry according to recipe requirements.<br>5.3. Add sauces and garnishes according to standard recipes and regional variations.<br>5.4. Visually evaluate dish and <b>adjust presentation</b> as required.<br>5.5. Store dishes in appropriate <b>environmental conditions</b> .<br>5.6. Clean work area, and dispose of or store surplus and re-usable by-products according to organisational procedures, environmental considerations, and cost-reduction initiatives. |

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance

criteria are listed here, along with a brief context statement.

| SKILLS                             | DESCRIPTION  |
|------------------------------------|--|
| Reading skills to:                 | <ul style="list-style-type: none"> <li>locate information in food preparation lists and standard recipes to determine food preparation requirements</li> <li>locate and read date codes and rotation labels on food products.</li> </ul>       |
| Numeracy skills to:                | <ul style="list-style-type: none"> <li>calculate the number of portions</li> <li>determine cooking times and temperatures.</li> </ul>  |
| Problem-solving skills to:         | <ul style="list-style-type: none"> <li>evaluate quality of poultry and finished dishes and make adjustments to ensure a quality product</li> <li>adjust taste and appearance of food products according to identified deficiencies.</li> </ul> |
| Planning and organising skills to: | <ul style="list-style-type: none"> <li>efficiently sequence the stages of food preparation and production.</li> </ul>  |
| Self-management skills to:         | <ul style="list-style-type: none"> <li>manage own speed, timing and productivity.</li> </ul>   |
| Technology skills to:              | <ul style="list-style-type: none"> <li>use food preparation and cooking equipment.</li> </ul>  |

## Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

***Food quality adjustments*** must involve consideration of factors relating to:

- taste
- temperature
- texture.

***Adjusting presentation*** must involve consideration of:

- accompaniments and garnishes that maximise visual appeal:
  - balance
  - colour
  - contrast
- plating food for practicality of:
  - customer consumption
  - service
- wiping drips and spills.



*Environmental conditions* must ensure appropriate:

- atmosphere
- humidity
- light
- packaging
- temperature
- use of containers
- ventilation.

## Unit Mapping Information

SITHCCC301 Produce poultry dishes

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITHCCC012 Prepare poultry dishes

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- follow standard recipes to prepare poultry dishes using each of the following poultry items:
  - chicken
  - duck
  - feathered game
  - turkey
- use each of the following poultry preparation techniques at least once when preparing above poultry dishes, as appropriate:
  - barding
  - de boning
  - marinating
  - rolling
  - trussing
  - stuffing
  - trimming
- prepare the required poultry dishes using each of the following cookery methods at least once:
  - braising
  - deep frying
  - grilling
  - poaching
  - roasting
  - sautéing
  - stewing
- prepare above food for at least six different customers:
  - within commercial time constraints and deadlines
  - reflecting required quantities to be produced
  - following procedures for portion control and food safety practices when handling and storing poultry

- responding to special customer requests and dietary requirements.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- culinary terms and trade names for:
  - ingredients commonly used in the production of different poultry dishes
  - a variety of classical and contemporary poultry dishes
  - different cuts of poultry and styles of cooking
- contents of stock date codes and rotation labels
- characteristics of poultry products and poultry dishes:
  - appearance
  - fat content
  - freshness and other quality indicators
  - nutritional value
  - taste
  - texture
- historical and cultural origin of different poultry products and poultry dishes
- essential characteristics of poultry types listed in the performance evidence and cuts
- preparation techniques for different cuts and types of poultry specified in the performance evidence
- cookery methods for different cuts and types of poultry specified in the performance evidence
- equipment used to produce poultry dishes:
  - knife care and maintenance
  - essential features and functions
  - safe operating practices
- mise en place requirements for poultry dishes
- appropriate environmental conditions for storing poultry products and dishes to:
  - ensure food safety
  - optimise shelf life
- safe operational practices using essential functions and features of equipment used to produce poultry dishes.

## Assessment Conditions

Skills must be demonstrated in an operational commercial kitchen. This can be:

- an industry workplace
- a simulated industry environment, such as a training kitchen servicing customers.

Assessment must ensure access to:

- fixtures and large equipment:
  - commercial:
    - blenders and food mills
    - food processors
    - planetary mixers
  - commercial grade work benches (1.5 m/person)
  - commercial ovens with trays (one per two persons)
  - commercial refrigeration facilities:
    - cool room and/or fridge
    - freezer
  - deep-fryer
  - designated storage areas for dry goods and perishables
  - double sink
  - gas, electric or induction stove tops (two burners per person)
  - hot plate or griddle
  - salamander or other form of griller (one per four persons)
  - storage facilities:
    - shelving
    - trays
- small equipment:
  - baking sheets and trays
  - containers for hot and cold food
  - cutting boards
  - food handler gloves
  - graters
  - knife sharpening equipment
  - sharpening steels and stones
  - knives and cleavers:
    - boning knives
    - carving knives
    - chef knives
    - utility knives
  - measurers:
    - metric calibrated measuring jugs
    - measuring spoons
    - portion control scoops
  - meat mallet
  - oven mitts

- pans and pots for small and large production:
  - stainless steel, cast iron, iron and non-stick fry pans
  - large and small pots
- scoops, skimmers and spiders
- scales
- sets of stainless steel bowls
- small utensils:
  - flour and drum sieves
  - peelers, corers and slicers
  - strainers and chinois
  - scrapers
  - spatulas
  - tongs and serving utensils
  - whisks:
    - fine stainless steel wire
    - coarse stainless steel wire
- service-ware:
  - platters, dishes, and bowls
  - cutlery and serving utensils
- spoons:
  - large plain and slotted metal spoons
  - ladles in a variety of sizes
  - serving spoons
  - wooden spoons
- temperature probes
- thermometers
- cleaning materials and equipment:
  - cleaning cloths
  - commercial cleaning and sanitising agents and chemicals for cleaning commercial kitchens, equipment and food storage areas
  - dustpans and brooms
  - garbage bins and bags
  - hand towel dispenser and hand towels
  - mops and buckets
  - separate hand basin and antiseptic liquid soap dispenser for hand washing
  - sponges, brushes and scourers
  - tea towels
- organisational specifications:
  - equipment manufacturer instructions

- current commercial stock control procedures and documentation for ordering, monitoring and maintaining stock
- mise en place lists, menus, standard recipes, and recipes for special dietary requirements
- ordering and docketing paperwork
- food safety plans
- guidelines relating to food disposal, storage and presentation requirements
- safety data sheets (SDS) for cleaning agents and chemicals
- diverse and comprehensive range of poultry as specified in the performance evidence
- industry-realistic ratios of kitchen staff to customers; these can be:
  - staff and customers in an industry workplace during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have achieved the Certificate III in Commercial Cookery or Certificate IV in Commercial Cookery to assess this unit as part of a Certificate III in Commercial Cookery or Certificate IV in Commercial Cookery qualification; and
- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# SITHCCC013 Prepare seafood dishes

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to prepare and cook a range of fish and shellfish dishes following standard recipes. It requires the ability to select, prepare and portion seafood, and to use relevant equipment, cookery and food storage methods.

The unit applies to cooks working in hospitality and catering organisations. This could include restaurants, educational institutions, health establishments, defence forces, cafeterias, kiosks, cafes, residential caterers, in flight and other transport caterers, and event and function caterers.

It applies to individuals who work under the guidance of more senior chefs. They demonstrate autonomy and judgement to complete routine activities and take limited responsibility in known and stable contexts within established parameters.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## Pre-requisite Unit

SITXFSA001 Use hygienic practices for food safety

## Competency Field

Commercial Cookery and Catering

## Unit Sector

Hospitality

## Elements and Performance Criteria

| ELEMENTS | PERFORMANCE CRITERIA |
|----------|----------------------|
|----------|----------------------|

|   |   |
|---|---|
| Elements describe the essential outcomes. | Performance criteria describe the performance needed to demonstrate achievement of the element.   |
| 1. Select ingredients.                    | <p>1.1. Confirm food production requirements from food preparation list and standard recipes.</p> <p>1.2. Calculate ingredient amounts according to requirements.</p> <p>1.3. Identify and select seafood products and other ingredients from stores according to recipe, quality, freshness and stock rotation requirements.</p>   |
| 2. Select, prepare and use equipment.     | <p>2.1. Select type and size of knives and other equipment suitable to requirements.</p> <p>2.2. Safely assemble and ensure cleanliness of equipment before use.</p> <p>2.3. Use knives and other equipment safely and hygienically according to manufacturer instructions.</p>   |
| 3. Portion and prepare ingredients.       | <p>3.1. Thaw frozen seafood according to food safety guidelines as required.</p> <p>3.2. Sort and assemble ingredients according to food production sequencing.</p> <p>3.3. Weigh and measure ingredients and create portions according to recipe.</p> <p>3.4. Use seafood preparation techniques according to recipe.</p> <p>3.5. Minimise waste to maximise profitability of food items prepared.</p>   |
| 4. Cook seafood dishes.                   | <p>4.1. Follow standard recipes to select and use seafood cookery methods.</p> <p>4.2. Prepare seafood accompaniments and add sauces as required.</p> <p>4.3. Make <i>food quality adjustments</i> within scope of responsibility.</p>  |
| 5. Present fish and shellfish.            | <p>5.1. Portion and serve fish and shellfish according to recipe requirements.</p> <p>5.2. Add sauces and garnishes according to standard recipes.</p> <p>5.3. Visually evaluate dish and <i>adjust presentation</i>.</p> <p>5.4. Store dishes in appropriate <i>environmental conditions</i>.</p> <p>5.5. Clean work area, and dispose of or store surplus and re-usable by-products according to organisational procedures, environmental considerations, and cost-reduction initiatives.</p> |

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

|               |                    |
|---------------|--------------------|
| <b>SKILLS</b> | <b>DESCRIPTION</b> |
|---------------|--------------------|



- Reading skills to:
- locate information in food preparation lists and standard recipes to determine food preparation requirements
  - locate and read date codes and rotation labels on food products.
- Numeracy skills to:
- calculate the number of portions
  - determine cooking times and temperatures.
- Problem-solving skills to:
- evaluate quality of seafood and finished dishes and make adjustments to ensure a quality product
  - adjust taste, texture and appearance of food products according to identified deficiencies.
- Planning and organising skills to:
- efficiently sequence the stages of food preparation and production.
- Self-management skills to:
- manage own speed, timing and productivity.
- Technology skills to:
- use food preparation and cooking equipment.

## Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

***Food quality adjustments*** must involve consideration of factors relating to:

- taste
- temperature
- texture.

***Adjusting presentation*** must involve consideration of:

- accompaniments and garnishes that maximise visual appeal:
  - balance
  - colour
  - contrast
- plated food for practicality of:
  - customer consumption
  - service
- wiping drips and spills.

***Environmental conditions*** must ensure appropriate:

- atmosphere
- humidity
- light

- packaging
- temperature
- use of containers
- ventilation.

## Unit Mapping Information

SITHCCC302 Produce seafood dishes

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITHCCC013 Prepare seafood dishes

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- follow standard recipes to prepare the following seafood classifications:
  - flat and round fish
  - oily and white fish
  - ocean and freshwater fish
  - octopus and squid
  - shellfish:
    - crustaceans
    - molluscs
  - whole or filleted fish
- use each of the following seafood preparation techniques in preparing above seafood as required:
  - cleaning
  - de-scaling
  - pin-bone removal
  - filleting
  - portioning
  - shelling
  - skinning
- follow standard recipes to prepare fresh, frozen and preserved seafood dishes using the following cookery methods:
  - deep and shallow frying
  - grilling
  - poaching
  - roasting
  - sautéing
  - steaming
- prepare above food for at least six different customers:
  - within commercial time constraints and deadlines
  - reflecting required quantities to be produced

- following procedures for portion control and food safety practices when handling and storing seafood
- responding to special customer requests and dietary requirements.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- culinary terms and trade names for:
  - ingredients commonly used in the production of different fish and shellfish dishes
  - variety of classical and contemporary seafood dishes
  - different varieties of seafood and styles of cooking
- contents of stock date codes and rotation labels
- seafood classifications
- characteristics of seafood products and fish and shellfish dishes:
  - appearance
  - freshness and other quality indicators
  - nutritional value
  - taste
  - texture
- preparation techniques for fish and shellfish specified in the performance evidence
- cookery methods for different varieties and cuts of fish and shellfish specified in the performance evidence
- equipment used to produce seafood dishes:
  - knife care and maintenance
  - essential features and functions
  - safe operating practices
- mise en place requirements for seafood dishes
- appropriate environmental conditions for storing and thawing fish and shellfish products to:
  - ensure food safety
  - optimise shelf life
- safe operational practices using essential functions and features of equipment used to produce seafood dishes.

## Assessment Conditions

Skills must be demonstrated in an operational commercial kitchen. This can be:

- an industry workplace
- a simulated industry environment, such as a training kitchen servicing customers.

Assessment must ensure access to:

- fixtures and large equipment:
  - commercial:
    - blenders and food mills
    - food processors
    - planetary mixers
  - commercial grade work benches (1.5 m/person)
  - commercial ovens with trays (one per two persons)
  - commercial refrigeration facilities:
    - cool room and/or fridge
    - freezer
  - deep-fryer
  - designated storage areas for dry goods and perishables
  - double sink
  - gas, electric or induction stove tops (two burners per person)
  - hot plate or griddle
  - salamander or other form of griller (one per four persons)
  - storage facilities:
    - shelving
    - trays
- small equipment:
  - baking sheets and trays
  - containers for hot and cold food
  - cutting boards
  - food handler gloves
  - graters
  - knife sharpening equipment
  - sharpening steels and stones
  - knives and cleavers:
    - chef knives
    - filleting knives
    - utility knives
  - measurers:
    - metric calibrated measuring jugs
    - portion control scoops
  - oven mitts
  - poachers
  - pans and pots for small and large production:
    - stainless steel, cast iron, iron and non-stick fry pans

- large and small pots
- scoops, skimmers and spiders
- scales
- sets of stainless steel bowls
- service-ware:
  - platters, dishes, and bowls
  - cutlery and serving utensils
- small utensils:
  - flour and drum sieves
  - peelers, corers and slicers
  - strainers and chinois
  - scrapers
  - spatulas
  - tongs and serving utensils
- steamers
- spoons:
  - large plain and slotted metal spoons
  - ladles in a variety of sizes
  - serving spoons
  - wooden spoons
- thermometers
- cleaning materials and equipment:
  - cleaning cloths
  - commercial cleaning and sanitising agents and chemicals for cleaning commercial kitchens, equipment and food storage areas
  - dustpans and brooms
  - garbage bins and bags
  - hand towel dispenser and hand towels
  - mops and buckets
  - separate hand basin and antiseptic liquid soap dispenser for hand washing
  - sponges, brushes and scourers
  - tea towels
- organisational specifications:
  - equipment manufacturer instructions
  - current commercial stock control procedures and documentation for ordering, monitoring and maintaining stock
  - mise en place lists, menus, standard recipes, and recipes for special dietary requirements
  - ordering and docketing paperwork
  - food safety plan

- guidelines relating to food disposal, storage and presentation requirements
- safety data sheets (SDS) for cleaning agents and chemicals
- diverse and comprehensive range of seafood as specified in the performance evidence
- industry-realistic ratios of kitchen staff to customers; these can be:
  - staff and customers in an industry workplace during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have achieved the Certificate III in Commercial Cookery or Certificate IV in Commercial Cookery to assess this unit as part of a Certificate III in Commercial Cookery or Certificate IV in Commercial Cookery qualification; and
- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# SITHCCC014 Prepare meat dishes

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to prepare and cook a range of meat dishes following standard recipes. It requires the ability to select, prepare and portion meat, and to use relevant equipment, cookery and food storage methods.

The unit applies to cooks working in hospitality and catering organisations. This could include restaurants, educational institutions, health establishments, defence forces, cafeterias, kiosks, cafes, residential caterers, in flight and other transport caterers, and event and function caterers.

It applies to individuals who work under the guidance of more senior chefs. They demonstrate autonomy and judgement to complete routine activities and take limited responsibility in known and stable contexts within established parameters.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## Pre-requisite Unit

SITXFSA001 Use hygienic practices for food safety

## Competency Field

Commercial Cookery and Catering

## Unit Sector

Hospitality

## Elements and Performance Criteria

### ELEMENTS

### PERFORMANCE CRITERIA



| Elements describe the essential outcomes. | Performance criteria describe the performance needed to demonstrate achievement of the element.  |
|---|--|
| 1. Select ingredients.                    | <ul style="list-style-type: none"><li>1.1. Confirm food production requirements from food preparation list and standard recipes.</li><li>1.2. Calculate ingredient amounts according to requirements.</li><li>1.3. Identify and select meat products and other ingredients from stores according to recipe, quality, freshness and stock rotation requirements.</li></ul>  |
| 2. Select, prepare and use equipment.     | <ul style="list-style-type: none"><li>2.1. Select type and size of knives and other equipment suitable to requirements.</li><li>2.2. Safely assemble and ensure cleanliness of equipment before use.</li><li>2.3. Use knives and other equipment safely and hygienically according to manufacturer instructions.</li></ul>   |
| 3. Portion and prepare ingredients.       | <ul style="list-style-type: none"><li>3.1. Thaw frozen meats according to food safety guidelines where required.</li><li>3.2. Sort and assemble ingredients according to food production sequencing.</li><li>3.3. Weigh and measure ingredients and create portions according to recipe.</li><li>3.4. Use meat preparation techniques according to recipe requirements.</li><li>3.5. Minimise waste to maximise profitability of food items prepared.</li></ul>  |
| 4. Cook meat dishes.                      | <ul style="list-style-type: none"><li>4.1. Follow standard recipes to select and use meat cookery methods.</li><li>4.2. Prepare marinades and meat accompaniments as required.</li><li>4.3. Make <b>food quality adjustments</b> within scope of responsibility.</li></ul>   |
| 5. Present meat dishes.                   | <ul style="list-style-type: none"><li>5.1. Carve meats using appropriate tools and techniques, taking account of meat and bone structure and waste minimisation.</li><li>5.2. Portion and serve meats according to recipe requirements.</li><li>5.3. Add sauces and garnishes according to standard recipes.</li><li>5.4. Visually evaluate dishes and <b>adjust presentation</b> as required.</li><li>5.5. Store dishes in appropriate <b>environmental conditions</b>.</li><li>5.6. Clean work area, and dispose of or store surplus and re-usable by-products according to organisational procedures, environmental considerations, and cost-reduction initiatives.</li></ul> |

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

**SKILLS****DESCRIPTION**

|                                    |  |
|------------------------------------|--|
| Reading skills to:                 | <ul style="list-style-type: none"> <li>locate information in food preparation lists and standard recipes to determine food preparation requirements</li> <li>locate and read date codes and rotation labels on food products.</li> </ul>             |
| Numeracy skills to:                | <ul style="list-style-type: none"> <li>calculate the number of portions</li> <li>determine cooking times and temperatures.</li> </ul>  |
| Problem-solving skills to:         | <ul style="list-style-type: none"> <li>evaluate quality of meat and finished dishes and make adjustments to ensure a quality product</li> <li>adjust taste, texture and appearance of food products according to identified deficiencies.</li> </ul> |
| Planning and organising skills to: | <ul style="list-style-type: none"> <li>efficiently sequence the stages of food preparation and production.</li> </ul>  |
| Self-management skills to:         | <ul style="list-style-type: none"> <li>manage own speed, timing and productivity.</li> </ul>   |

**Range of Conditions**

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

***Food quality adjustments*** must involve consideration of factors relating to:

- cooking preference:
  - blue
  - rare
  - medium rare
  - medium
  - medium well
  - well done
- taste
- temperature
- texture.

***Adjusting presentation*** must involve consideration of:

- accompaniments and garnishes that maximise visual appeal:
  - balance
  - colour
  - contrast

*Environmental conditions* must ensure appropriate:

- plated food for practicality of:
  - customer consumption
  - service
- wiping drips and spills.
- atmosphere
- humidity
- light
- packaging
- temperature
- use of containers
- ventilation.

## Unit Mapping Information

SITHCCC303 Produce meat dishes

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITHCCC014 Prepare meat dishes

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- follow standard recipes to prepare meat dishes using each of the following meat items:
  - beef
  - game:
    - kangaroo
    - venison
  - specialty meats
  - lamb
  - pork
  - veal
  - offal:
    - kidney
    - liver
- use each of the following meat preparation techniques at least once when preparing the above dishes, as appropriate:
  - ageing
  - barding
  - boning and trimming
  - cutting and portioning
  - larding
  - marinating
  - mincing
  - rolling
  - tenderising
  - trussing and tying
  - skewering
- prepare the required meat dishes using each of the following cookery methods at least once:
  - braising
  - frying
  - grilling

- roasting
- stewing
- prepare above food for at least six different customers:
  - within commercial time constraints and deadlines
  - reflecting required quantities to be produced
  - following procedures for portion control and food safety practices when handling and storing meat
  - responding to special customer requests and dietary requirements.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- culinary terms and trade names for:
  - ingredients commonly used in the production of different meat dishes
  - classical and contemporary meat dishes
  - different cuts of meat and styles of cooking
- contents of stock date codes and rotation labels
- meat classifications
- characteristics of meat products and meat dishes:
  - appearance
  - fat content
  - freshness and other quality indicators
  - primary, secondary and portioned cuts
  - nutritional value
  - taste
  - texture
- historical and cultural origin of different meat products and meat dishes
- preparation techniques for different cuts and types of meat specified in the performance evidence
- cookery methods for different cuts and types of meat specified in the performance evidence
- equipment used to prepare and produce meat dishes:
  - knife care and maintenance
  - essential features and functions
  - safe operational practices
- mise en place requirements for meat dishes
- appropriate environmental conditions for storing meat and meat products to:
  - ensure food safety
  - optimise shelf-life

- safe operational practices using essential functions and features of equipment used to produce meat dishes.

## Assessment Conditions

Skills must be demonstrated in an operational commercial kitchen. This can be:

- an industry workplace
- a simulated industry environment, such as a training kitchen servicing customers.

Assessment must ensure access to:

- fixtures and large equipment:
  - commercial blenders and food mills
  - commercial grade work benches (1.5 m/person)
  - commercial ovens with trays (one per two persons)
  - commercial refrigeration facilities:
    - cool room and/or fridge
    - freezer
  - designated storage areas for dry goods and perishables
  - double sink
  - gas, electric or induction stove tops (two burners per person)
  - hot plate or griddle
  - microwave
  - salamander or other form of griller (one per four persons)
  - storage facilities:
    - shelving
    - trays
- small equipment:
  - baking sheets and trays
  - containers for hot and cold food
  - cutting boards
  - food handler gloves
  - knife sharpening equipment
  - sharpening steels and stones
  - knives:
    - butcher and boning knives
    - carving knives
    - chef knives
    - utility knives
  - larding needles
  - measurers:

- metric calibrated measuring jugs
- measuring spoons
- portion control scoops
- meat:
  - bats
  - cleavers
  - mincers
- oven mitts
- pans and pots for small and large production:
  - stainless steel, cast iron, iron and non-stick fry pans
  - large and small pots
- scales
- scoops, skimmers and spiders
- service-ware:
  - platters, dishes, and bowls
  - cutlery and serving utensils
- sets of stainless steel bowls
- small utensils:
  - flour and drum sieves
  - strainers and chinois
  - scrapers
  - spatulas
  - tongs and serving utensils
- spoons:
  - large plain and slotted metal spoons
  - ladles in a variety of sizes
  - serving spoons
  - wooden spoons
- temperature probes
- thermometers
- cleaning materials and equipment:
  - cleaning cloths
  - commercial cleaning and sanitising agents and chemicals for cleaning commercial kitchens, equipment and food storage areas
  - dustpans and brooms
  - garbage bins and bags
  - hand towel dispenser and hand towels
  - mops and buckets
  - separate hand basin and antiseptic liquid soap dispenser for hand washing
  - sponges, brushes and scourers

- tea towels
- organisational specifications:
  - equipment manufacturer instructions
  - current commercial stock control procedures and documentation for ordering, monitoring and maintaining stock
  - mise en place lists, menus, standard recipes, and recipes for special dietary requirements
  - ordering and docketing paperwork
  - food safety plan
  - guidelines relating to food disposal, storage and presentation requirements
  - safety data sheets (SDS) for cleaning agents and chemicals
- diverse and comprehensive range of meat products as specified in the performance evidence
- industry-realistic ratios of kitchen staff to customers; these can be:
  - staff and customers in an industry workplace during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have achieved the Certificate III in Commercial Cookery or Certificate IV in Commercial Cookery to assess this unit as part of a Certificate III in Commercial Cookery or Certificate IV in Commercial Cookery qualification; and
- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>



# SITHCCC015 Produce and serve food for buffets

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to produce and present foods for buffets. It requires the ability to cook buffet foods and to present, serve and replenish them throughout the service period.

It does not include the overall design, planning and display of buffets which is covered by the unit SITHKOP003 Plan and display buffets.

The unit applies to all hospitality and catering organisations that prepare and serve buffet food, including restaurants, hotels, clubs, events and function venues.

It applies to individuals who work under the guidance of more senior chefs. They demonstrate autonomy and judgement to complete routine activities and take limited responsibility in known and stable contexts within established parameters.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## Pre-requisite Unit

SITXFSA001 Use hygienic practices for food safety

## Competency Field

Commercial Cookery and Catering

## Unit Sector

Hospitality

## Elements and Performance Criteria

### ELEMENTS

### PERFORMANCE CRITERIA

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Select ingredients.
  - 1.1. Confirm food production requirements from food preparation list and standard recipes.
  - 1.2. Calculate the required quantities of buffet food and ingredients according to expected customer traffic.
  - 1.3. Identify and select ingredients from stores according to recipe, quality, freshness and stock rotation requirements.
  - 1.4. Check perishable supplies for spoilage or contamination prior to preparation.
2. Produce and present foods for buffets.
  - 2.1. Use appropriate cookery methods and standard recipes to prepare foods for buffets.
  - 2.2. Glaze buffet items to organisational standards.
  - 2.3. Produce sauces and garnishes suitable for buffet food items.
  - 2.4. Produce or obtain appropriate buffet showpieces and decorations.
  - 2.5. Use organisational buffet display plans to coordinate the layout of buffet.
  - 2.6. Visually evaluate arrangement and presentation of food items and *adjust presentation* as required.
  - 2.7. Display hot and cold buffet food in appropriate service-ware at a safe temperature to avoid food hazards and spoilage.
3. Serve, replenish and store buffet foods.
  - 3.1. *Serve food* according to organisational standards.
  - 3.2. Follow organisational food safety procedures for displaying and serving hot and cold buffet foods to avoid food contamination.
  - 3.3. Use portion control to minimise waste and maximise profit.
  - 3.4. Replenish buffet items throughout the service period to meet customer traffic requirements.
  - 3.5. Store buffet items in appropriate *environmental conditions* before and after the buffet service period.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| <b>SKILLS</b>                      | <b>DESCRIPTION</b>  |
|------------------------------------|---|
| Reading skills to:                 | <ul style="list-style-type: none"> <li>• locate information in food preparation lists and standard recipes to determine food preparation requirements</li> <li>• locate and read date codes and rotation labels on food products.</li> </ul>                            |
| Numeracy skills to:                | <ul style="list-style-type: none"> <li>• calculate required quantities of buffet food for expected customer traffic</li> <li>• weigh and measure ingredients for bulk food preparation</li> <li>• calculate temperatures for the safe display of food items.</li> </ul> |
| Problem-solving skills to:         | <ul style="list-style-type: none"> <li>• recognise potential food safety hazards and make adjustments to avoid any issues</li> <li>• recognise shortages of food for level of customer traffic and replenish buffet items.</li> </ul>                                   |
| Planning and organising skills to: | <ul style="list-style-type: none"> <li>• efficiently sequence the stages of food preparation and production.</li> </ul>   |

## Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

|   |   |
|---|---|
| <b><i>Adjusting presentation</i></b> must involve consideration of: | <ul style="list-style-type: none"> <li>• accompaniments and garnishes that maximise visual appeal:               <ul style="list-style-type: none"> <li>• balance</li> <li>• colour</li> <li>• contrast</li> </ul> </li> <li>• plated food for practicality of:               <ul style="list-style-type: none"> <li>• customer consumption</li> <li>• service</li> </ul> </li> <li>• wiping drips and spills.</li> </ul> |
| <b><i>Serving food</i></b> must involve:                            | <ul style="list-style-type: none"> <li>• carving meats</li> <li>• ladling sauces and gravies</li> <li>• slicing cakes</li> <li>• serving dessert accompaniments.</li> </ul>   |
| <b><i>Environmental conditions</i></b> must ensure appropriate:     | <ul style="list-style-type: none"> <li>• atmosphere</li> <li>• humidity</li> <li>• light</li> <li>• packaging</li> </ul>  |

- temperature
- use of containers
- ventilation.

## Unit Mapping Information

SITHCCC304 Produce and serve food for buffets

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITHCCC015 Produce and serve food for buffets

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- produce or prepare as required each of the following hot and cold buffet foods:
  - breakfast foods
  - meat or poultry
  - seafood
  - salads
  - pasta or noodles
  - breads
  - fruit or vegetables
  - cheese
  - smallgoods
  - dessert and pastry items
  - accompaniments
  - glazed foods, galantines and forcemeats
  - themed foods
  - foods selected to meet special dietary requirements
- present, serve and replenish at least one buffet for each of the following:
  - indoor venue
  - outdoor venue
  - breakfast
  - lunch or dinner
  - event or function
- produce a quantity of buffet dishes and items for above buffets that:
  - are consistent in quality, size, shape and appearance for each buffet service period
  - use appropriate garnish and presentation techniques
- prepare above buffets:
  - within commercial time constraints and deadlines
  - reflecting required quantities to be produced
  - following procedures for portion control and food safety practices when producing, displaying and serving hot and cold buffet food

- using appropriate showpieces and decorations
- responding to special customer requests and dietary requirements.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- culinary terms and trade names for:
  - ingredients commonly used to produce buffet items
  - a variety of classical and contemporary buffet items
- suitable types of foods and dishes for buffets and their characteristics:
  - appropriate conditions and temperatures for display and service to maintain optimum quality and food safety
  - effects of displaying food items on their nutritional value
  - appropriate portions
- presentation techniques for food items that comprise buffets
- organisational standards for:
  - serving buffet foods
  - portion sizing
- mise en place and food safety requirements for producing and presenting foods for buffets
- appropriate environmental conditions for storing ingredients and buffet food items to:
  - ensure food safety
  - optimise shelf life
- organisational food safety procedures for displaying and serving hot and cold buffet foods.

## Assessment Conditions

Skills must be demonstrated in an operational commercial kitchen. This can be:

- an industry workplace
- a simulated industry environment, such as a training kitchen servicing customers.

Assessment must ensure access to:

- fixtures and large equipment:
  - bain marie or hot box
  - commercial:
    - blenders and food mills
    - food processor
    - planetary mixer
  - commercial grade work benches (1.5 m/person)
  - commercial ovens and trays (one per two persons)

- commercial refrigeration facilities:
  - cool room
  - freezer
  - fridge
- deep-fryer
- designated storage areas for dry goods and perishables
- double sink
- gas, electric or induction stove tops (two burners per person)
- hot plate or griddle
- microwave
- salamander or other form of griller (one per four persons)
- storage facilities:
  - shelving
  - trays
- steamers
- small equipment:
  - baking sheets and trays
  - beaters
  - containers for hot and cold food
  - cutting boards
  - food handler gloves
  - graters
  - knife sharpening equipment
  - sharpening steels and stones
  - knives and cleavers:
    - butcher and boning knives
    - carving knives
    - chef knives
    - filleting knives
    - utility knives
  - measurers:
    - metric calibrated measuring jugs
    - measuring spoons
    - portion control scoops
  - mortar and pestle
  - mouli
  - oven mitts
  - poachers
  - pans and pots for small and large production:
    - stainless steel, cast iron, iron and non-stick fry pans

- large and small pots
- scales
- scoops, skimmers and spiders
- service-ware:
  - platters, dishes, and bowls
  - cutlery and serving utensils
- sets of stainless steel bowls
- silicon mats
- small utensils:
  - flour and drum sieves
  - peelers, corers and slicers
  - strainers and chinois
  - scrapers
  - spatulas
  - tongs and serving utensils
  - whisks:
    - fine stainless steel wire
    - coarse stainless steel wire
- steamers
- spoons:
  - large plain and slotted metal spoons
  - ladles in a variety of sizes
  - serving spoons
  - wooden spoons
  - thermometers
- buffet showpieces and decorations:
  - candles
  - carved, moulded or assembled items
  - chocolate
  - edible and non-edible materials
  - floral arrangements
  - ice, fruit or vegetable, chocolate, salt or margarine carvings
  - special theme items
- cleaning materials and equipment:
  - cleaning cloths
  - commercial cleaning and sanitising agents and chemicals for cleaning commercial kitchens, equipment and food storage areas
  - dustpans and brooms
  - garbage bins and bags
  - hand towel dispenser and hand towels



- mops and buckets
- separate hand basin and antiseptic liquid soap dispenser for hand washing
- sponges, brushes and scourers
- tea towels
- organisational specifications:
  - current commercial stock control procedures and documentation for ordering, monitoring and maintaining stock
  - mise en place lists, menus, standard recipes, and recipes for special dietary requirements
  - ordering and docketing paperwork
  - food safety plan
  - guidelines relating to food disposal, storage and presentation requirements
  - safety data sheets (SDS) for cleaning agents and chemicals
- variety of commercial ingredients to produce the buffet foods specified in the performance evidence
- industry-realistic ratios of kitchen staff to customers; these can be:
  - staff and customers in an industry workplace during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have achieved the Certificate III in Commercial Cookery or Certificate IV in Commercial Cookery to assess this unit as part of a Certificate III in Commercial Cookery or Certificate IV in Commercial Cookery qualification; and
- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# SITHCCC016 Produce pates and terrines

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to produce pâtés and terrines from standard recipes, and to develop new recipes. It requires the ability to select and prepare ingredients, use relevant equipment, and present the final product.

The unit applies to cooks working in hospitality and catering organisations. This could include restaurants, educational institutions, health establishments, defence forces, cafeterias, kiosks, cafes, residential caterers, in flight and other transport caterers, and event and function caterers.

It applies to individuals who work under the guidance of more senior chefs. They demonstrate autonomy and judgement to complete routine activities and take limited responsibility in known and stable contexts within established parameters.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## Pre-requisite Unit

SITXFSA001 Use hygienic practices for food safety

## Competency Field

Commercial Cookery and Catering

## Unit Sector

Hospitality

## Elements and Performance Criteria

### ELEMENTS

### PERFORMANCE CRITERIA

Elements describe the essential outcomes. Performance criteria describe the performance needed to demonstrate achievement of the element.

- |                                       |  |
|---------------------------------------|--|
| 1. Select ingredients.                | 1.1. Confirm food production requirements from food preparation list and standard recipes.<br>1.2. Calculate ingredient amounts according to requirements.<br>1.3. Identify and select ingredients from stores according to recipe, quality, freshness and stock rotation requirements.  |
| 2. Select, prepare and use equipment. | 2.1. Select type and size of equipment suitable to requirements.<br>2.2. Safely assemble and ensure cleanliness of equipment before use.<br>2.3. Use equipment safely and hygienically according to manufacturer instructions.   |
| 3. Portion and prepare ingredients.   | 3.1. Sort and assemble ingredients according to food production sequencing.<br>3.2. Weigh and measure ingredients according to recipe.<br>3.3. Minimise waste to maximise profitability of food items prepared.  |
| 4. Prepare pâtés and terrines.        | 4.1. Prepare and line moulds for pâtés and terrines using suitable ingredients.<br>4.2. Prepare and use binding agents and processes required for preparation of basic forcemeat.<br>4.3. Prepare pastries suitable for pâté en croute using appropriate handling techniques.<br>4.4. Follow standard recipes and make <i>food quality adjustments</i> within scope of responsibility.   |
| 5. Present pâtés and terrines.        | 5.1. Prepare pâtés and terrines for presentation, using garnishes and other decorations according to standard recipes.<br>5.2. Visually evaluate dish and <i>adjust presentation</i> as required.<br>5.3. Store pâtés and terrines in appropriate <i>environmental conditions</i> .<br>5.4. Clean work area, and dispose of or store surplus and re-usable by-products according to organisational procedures, environmental considerations, and cost-reduction initiatives. |

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

### SKILLS

### DESCRIPTION

Reading skills to:

- locate information in food preparation lists and standard recipes to determine food preparation requirements
- locate and read date codes and rotation labels on food

- products.
- Writing skills to:
- write clear sequenced instructions for new recipes, specifying ingredient quantities.
- Numeracy skills to:
- determine cooking times and temperatures.
- Problem-solving skills to:
- evaluate quality of ingredients and make adjustments to ensure a quality product
  - adjust taste, texture and appearance of food products according to identified deficiencies.
- Initiative and enterprise skills to:
- respond creatively to products when developing new recipes.
- Planning and organising skills to:
- efficiently sequence the stages of food preparation and production.
- Self-management skills to:
- manage own speed, timing and productivity.

## Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

***Food quality adjustments*** must involve consideration of factors relating to:

- taste
- temperature
- texture.

***Adjusting presentation*** must involve consideration of:

- accompaniments and garnishes that maximise visual appeal:
  - balance
  - colour
  - contrast
- plated food for practicality of:
  - customer consumption
  - service
- wiping drips and spills.
- atmosphere
- humidity
- light
- packaging

***Environmental conditions*** must ensure appropriate:

- temperature
- use of containers
- ventilation.

## Unit Mapping Information

SITHCCC305 Produce pates and terrines

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITHCCC016 Produce pates and terrines

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- produce pâtés and terrines made from each of the following:
  - liver
  - fish or shellfish
  - meat
  - poultry
  - vegetables
- use each of the following techniques for producing pâtés and terrines at least once when producing above pâtés and terrines:
  - forcemeat production
  - glazing
  - layering
  - mould lining
  - precision cutting
- prepare above food for at least six different customers:
  - within commercial time constraints
  - reflecting available supplies in stock and required quantities to be produced
  - following procedures for portion control and food safety practices when handling and storing pâtés and terrines
  - responding to special customer requests and dietary requirements.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- culinary terms and trade names for:
  - ingredients commonly used in the production of pâtés and terrines
  - variety of classical and contemporary pâtés and terrines
- characteristics of pâtés and terrines:
  - suitable ingredients

- binding agents
- presentation techniques
- nutritional value of different pâtés and terrines
- equipment used to produce pâtés and terrines:
  - care and maintenance
  - essential features and functions
  - safe operational practices
- mise en place requirements for pâtés and terrines
- appropriate environmental conditions for storing pâtés and terrines to:
  - ensure food safety
  - optimise shelf life
- safe operational practices using essential functions and features of equipment used to produce pâtés and terrines dishes.

## Assessment Conditions

Skills must be demonstrated in an operational commercial kitchen. This can be:

- an industry workplace
- a simulated industry environment, such as a training kitchen servicing customers.

Assessment must ensure access to:

- fixtures and large equipment:
  - commercial:
    - blenders and food mills
    - food processors
    - planetary mixers
  - commercial grade work benches (1.5 m/person)
  - commercial ovens with trays (one per two persons)
  - commercial refrigeration facilities:
    - cool room
    - freezer
    - fridge
  - designated storage areas for dry goods and perishables
  - double sink
  - gas, electric or induction stove tops (two burners per person)
  - microwave
  - storage facilities:
    - shelving
    - trays
- small equipment:

- baking sheets and trays
- containers for hot and cold food
- cutting boards
- food handler gloves
- forms and moulds
- knife sharpening equipment:
  - sharpening steels and stones
- knives:
  - filleting knives
  - utility knives
- larding needles
- measurers:
  - metric calibrated measuring jugs
  - measuring spoons
  - portion control scoops
- meat:
  - thermometers
  - mincers
- oven mitts
- poachers
- pans and pots for small and large production:
  - stainless steel, cast iron and non-stick fry pans
  - large and small pots
- scales
- service-ware:
  - platters, dishes, and bowls
  - cutlery and serving utensils
- sets of stainless steel bowls
- small utensils:
  - flour and drum sieves
  - strainers and chinois
  - scrapers
  - spatulas
  - tongs and serving utensils
- temperature probes
- thermometers
- cleaning materials and equipment:
  - cleaning cloths
  - commercial cleaning and sanitising agents and chemicals for cleaning commercial kitchens, equipment and food storage areas



- dustpans and brooms
- garbage bins and bags
- hand towel dispenser and hand towels
- mops and buckets
- separate hand basin and antiseptic liquid soap dispenser for hand washing
- sponges, brushes and scourers
- tea towels
- organisational specifications:
  - equipment manufacturer instructions
  - current commercial stock control procedures and documentation for ordering, monitoring and maintaining stock
  - mise en place lists, menus, standard recipes, and recipes for special dietary requirements
  - ordering and docketing paperwork
  - food safety plan
  - guidelines relating to food disposal, storage and presentation requirements
  - safety data sheets (SDS) for cleaning agents and chemicals
- diverse and comprehensive range of perishable food supplies for pâtés and terrines specified in the performance evidence
- industry-realistic ratios of kitchen staff to customers; these can be:
  - staff and customers in an industry workplace during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have achieved the Certificate III in Commercial Cookery or Certificate IV in Commercial Cookery to assess this unit as part of a Certificate III in Commercial Cookery or Certificate IV in Commercial Cookery qualification; and
- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# SITHCCC017 Handle and serve cheese

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to prepare and present cheese. This requires a comprehensive knowledge of cheese varieties.

The unit applies to hospitality and catering organisations where cheese is served as a menu course. Responsibility for cheese may rest with a range of individuals depending on the organisation. It may include cooks or senior food and beverage attendants.

Cheeses may include milk-based products from cows, sheep, goats or buffalo, or alternatives such as soy. They may be traditional, contemporary or specialist and may be locally produced or imported.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## Pre-requisite Unit

SITXFSA001 Use hygienic practices for food safety

## Competency Field

Commercial Cookery and Catering

## Unit Sector

Hospitality

## Elements and Performance Criteria

### ELEMENTS

### PERFORMANCE CRITERIA

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Prepare cheese for service.
  - 1.1. Confirm cheese requirements from food preparation list or work order.
  - 1.2. Identify and select cheese types and cheeses from stores according to quality, freshness and stock rotation requirements.
  - 1.3. Bring cheeses to room temperature before serving.
  - 1.4. Create optimum conditions for particular cheeses and service style.
  - 1.5. Prepare appropriate *garnishes and accompaniments* according to organisational standards.
  - 1.6. Minimise waste to maximise profitability of cheese prepared.
2. Present and store cheese.
  - 2.1. Determine suitable portions and present cheese according to required context.
  - 2.2. Add accompaniments and garnishes.
  - 2.3. Visually evaluate dish and *adjust presentation* as required.
  - 2.4. Store cheeses in appropriate *environmental conditions*.
  - 2.5. Clean work area, and dispose of or store surplus and re-usable by-products according to organisational procedures, environmental considerations, and cost-reduction initiatives.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| <b>SKILLS</b>              | <b>DESCRIPTION</b>   |
|----------------------------|--|
| Reading skills to:         | <ul style="list-style-type: none"> <li>• locate information in food preparation lists or work orders to determine preparation requirements.</li> </ul> |
| Numeracy skills to:        | <ul style="list-style-type: none"> <li>• calculate the size and number of portions.</li> </ul>   |
| Problem-solving skills to: | <ul style="list-style-type: none"> <li>• evaluate quality of cheese and cheese presentation and make adjustments.</li> </ul>                           |

## Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

***Garnishes and accompaniments*** for cheese must include use of:

- biscuits and crackers
- breads
- fresh and dried fruits
- herbs, edible leaves and flowers
- jellies and pastes
- nuts
- vegetables.
- accompaniments and garnishes that maximise visual appeal:
  - balance
  - colour
  - contrast
- plated food for practicality of:
  - customer consumption
  - service
- wiping drips and spills.
- humidity
- light
- packaging
- temperature
- use of containers
- ventilation.

***Adjusting presentation*** must involve consideration of:

***Environmental conditions*** must ensure appropriate:

## Unit Mapping Information

SITHCCC306 Handle and serve cheese

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITHCCC017 Handle and serve cheese

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- serve cheeses using each of the following service styles:
  - buffet presentation
  - cheese plates
  - table service
- prepare and present cheese from each of the following cheese types with suitable garnishes and accompaniments:
  - cheddar
  - brie or camembert
  - blue
  - washed rind
  - chèvre
  - gruyère
  - flavoured
- prepare and serve cheese for at least six different customers:
  - within commercial time constraints and deadlines
  - reflecting required quantities to be produced
  - following procedures for portion control and food safety practices when handling and storing cheese
  - responding to customer requests and dietary requirements.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- culinary terms related to different cheeses commonly used in the industry
- knowledge of varieties of cheeses and their:
  - classification and characteristics:
    - hard
    - semi-hard

- semi-soft
- soft
- manufacturing methods, place of origin, and historical and cultural aspects
- common uses
- appropriate garnishes and accompaniments
- optimum conditions for serving:
  - degree of ripeness
  - temperature
- common cheese types:
  - milk-based from cows, sheep, goats or buffalo
  - soy-based
  - specialty
  - low fat or reduced fat
  - mass produced commodity
  - farmhouse style
- nutritional knowledge, in particular the food value and composition of cheese
- contexts in which cheeses are served:
  - as appetisers
  - as entrees
  - after main courses
  - as part of the dessert course
  - as cheese tastings
  - as a stand alone meal.
- food safety practices for handling and storing cheese
- hygiene requirements relating to possible bacterial spoilage in the preparation, storage and service of cheese.

## Assessment Conditions

Skills must be demonstrated in an operational food and beverage outlet or commercial kitchen. This can be:

- an industry workplace
- a simulated industry environment, such as a training kitchen servicing customers.

Assessment must ensure access to:

- fixtures and large equipment:
  - commercial grade work benches (1.5 m/person)
  - commercial refrigeration facilities:
    - cool room
    - fridge

- double sink
- storage facilities
- small equipment:
  - containers for hot and cold food
  - cutting boards
  - food handler gloves
  - knives:
    - cheese knife
    - utility knife
  - service-ware:
    - cheese plates
    - cutlery and serving utensils
    - dishes
    - platters
  - scales
- cleaning materials and equipment:
  - cleaning cloths
  - commercial cleaning and sanitising agents and chemicals for cleaning commercial kitchens, equipment and food storage areas
  - dustpans and brooms
  - garbage bins and bags
  - hand towel dispenser and hand towels
  - mops and buckets
  - separate hand basin and antiseptic liquid soap dispenser for hand washing
  - sponges, brushes and scourers
  - tea towels
- organisational specifications:
  - current commercial stock control procedures and documentation for ordering, monitoring and maintaining stock
  - mise en place lists
  - food safety plans
  - guidelines relating to food disposal, storage and presentation requirements
  - safety data sheets (SDS) for cleaning agents and chemicals
- diverse and comprehensive range of cheeses, garnishes and accompaniments specified in the performance evidence
- industry-realistic ratios of kitchen staff to customers; these can be:
  - staff and customers in an industry workplace during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have achieved the Certificate III in Commercial Cookery or Certificate IV in Commercial Cookery to assess this unit as part of a Certificate III in Commercial Cookery or Certificate IV in Commercial Cookery qualification; and
- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>



# SITHCCC018 Prepare food to meet special dietary requirements

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to prepare dishes for people who have special dietary needs for health, lifestyle or cultural reasons. It requires the ability to confirm the dietary requirements of customers, use special recipes, select special ingredients and produce food to satisfy special requirements.

This unit does not include menu planning for special diets which is covered in the unit SITHKOP004 Develop menus for special dietary requirements.

The unit applies to cooks and patissiers working in hospitality and catering organisations. This could include restaurants, educational institutions, health establishments, defence forces, cafeterias, kiosks, cafes, residential caterers, in flight and other transport caterers, and event and function caterers.

It applies to individuals who work under the guidance of more senior chefs. They demonstrate autonomy and judgement to complete routine activities and take limited responsibility in known and stable contexts within established parameters.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## Pre-requisite Unit

SITXFSA001 Use hygienic practices for food safety

## Competency Field

Commercial Cookery and Catering

## Unit Sector

Hospitality

## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential outcomes.

1. Confirm special dietary requirements and select ingredients.

2. Prepare foods to satisfy nutritional and special dietary requirements.

3. Present prepared food.

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Confirm dietary and cultural food requirements of the customer.
- 1.2. Liaise with others to clarify requirements.
- 1.3. Recognise potential health consequences of overlooking special dietary requirements of customers.
- 1.4. Access special dietary recipes and select specialised ingredients.
- 1.5. Identify from recipes and packaging, ingredients that may cause health consequences due to food allergies or intolerance.
- 1.6. Exclude ingredients from dishes as requested by the customer.
- 2.1. Follow recipes to produce dishes for those with special dietary requirements.
- 2.2. Modify menu items to meet different dietary requests by excluding or substituting ingredients while maintaining equivalent nutritional value.
- 2.3. Communicate specific dietary requirements for food preparation to *other team members*.
- 2.4. Select appropriate ingredients to ensure optimum nutritional quality of dishes.
- 2.5. Use appropriate equipment and cooking techniques for specific diets.
- 2.6. Employ suitable preparation and cooking techniques to retain optimum nutritional values.
- 3.1. Present nutritionally balanced food in an appetising and attractive manner.
- 3.2. Visually evaluate dish and *adjust presentation* as required.
- 3.3. Store dishes in appropriate *environmental conditions*.
- 3.4. Minimise waste to maximise profitability of food items prepared.
- 3.5. Clean work area, and dispose of or store surplus and re-usable by-products according to organisational procedures, environmental considerations, and cost-reduction initiatives.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| SKILLS                             | DESCRIPTION  |
|------------------------------------|--|
| Reading skills to:                 | <ul style="list-style-type: none"> <li>understand packaging labels on ingredients and identify ingredients that do not meet special dietary requirements.</li> </ul> |
| Writing skills to:                 | <ul style="list-style-type: none"> <li>record clear, sequenced instructions detailing suitable and unsuitable ingredients and quantities.</li> </ul>                 |
| Oral communication skills to:      | <ul style="list-style-type: none"> <li>listen to customers and note specific information relating to special food preparation requirements.</li> </ul>               |
| Numeracy skills to:                | <ul style="list-style-type: none"> <li>weigh and measure ingredients</li> <li>determine cooking times and temperatures.</li> </ul>                                   |
| Learning skills to:                | <ul style="list-style-type: none"> <li>participate in opportunities to develop own skills in responding with special recipes to specific requirements.</li> </ul>    |
| Problem-solving skills to:         | <ul style="list-style-type: none"> <li>adjust or substitute standard menu items that respond to special customer dietary needs and requests.</li> </ul>              |
| Teamwork skills to:                | <ul style="list-style-type: none"> <li>negotiate suitable response to customer dietary needs with kitchen team members.</li> </ul>                                   |
| Planning and organising skills to: | <ul style="list-style-type: none"> <li>efficiently sequence the stages of food preparation and production.</li> </ul>  |
| Technology skills to:              | <ul style="list-style-type: none"> <li>use commercial food preparation and cooking equipment.</li> </ul>   |

## Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

|   |   |
|---|---|
| <i>Other team members</i> must include the appropriate: | <ul style="list-style-type: none"> <li>allied health professional</li> <li>customer</li> <li>diet technician</li> <li>dietitian</li> <li>family member</li> <li>health and medical personnel</li> <li>nutritionist</li> </ul> |
|---|---|

*Adjusting presentation* must involve consideration of:

- religious personnel
  - supervisor or manager.
  - accompaniments and garnishes that maximise visual appeal:
    - balance
    - colour
    - contrast
  - plated food for practicality of:
    - customer consumption
    - service
  - wiping drips and spills.
- Environmental conditions* must ensure appropriate:
- atmosphere
  - humidity
  - light
  - packaging
  - temperature
  - use of containers
  - ventilation.

## Unit Mapping Information

SITHCCC307 Prepare food to meet special dietary requirements

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITHCCC018 Prepare food to meet special dietary requirements

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- follow recipes to prepare six different dishes that cater to customers with different dietary requests, including at least one of each of the following:
  - food restrictions
  - food preferences
  - cultural or religious requirements
- modify recipes and menu items to meet dietary requests specified above, excluding or substituting ingredients while maintaining equivalent nutritional value
- produce above dishes for at least six different customers:
  - within commercial time constraints and deadlines
  - reflecting required quantities to be produced
  - following procedures for portion control and food safety practices when handling and storing food.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- culinary terms and trade names for:
  - substitute ingredients used to produce dishes with special dietary recipes
  - ingredients suitable for meeting basic nutritional needs
  - ingredients that cause common allergic reactions
  - food additives and preservatives
- understanding of:
  - drug-food interaction
  - food allergy
  - food intolerance
  - cultural and religious dietary sanctions
- main types, culinary characteristics and ingredients of special diets and cultural or religious diets that are part of contemporary Australian society:
  - contemporary eating regimes:

- elimination
- macrobiotic
- exclusions for allergies, contraindications with medicines or food intolerance
- fat-free
- fluids
- food preferences
- food restrictions
- gluten-free
- halal
- high carbohydrate
- high or low energy
- high or low protein
- high fibre
- Hindu
- kosher
- lacto ovo
- low carbohydrate
- low cholesterol
- low fat
- low gluten
- low kilojoule
- low sugar
- modified sodium or potassium
- modified texture
- nutritional requirements
- portion size
- substitutes:
  - gluten-free flour
  - yeast-free flour
  - non-sugar sweeteners
- sugar-free
- type one and two diabetes
- vegan
- vegetarian
- key health and legal consequences of failing to address special requirements:
  - allergic reactions
  - anaphylaxis
  - food sensitivity or intolerance reactions
- mise en place requirements for special diet foods
- basic principles and practices of nutrition:

- nutrients and their food sources
- influence on food choice
- food and beverage selection influences
- food labelling and interpretation
- role and implications of using food additives and preservatives
- health implications of food choices
- role of good nutrition in avoiding dietary diseases
- effects of various cooking methods and food storage on nutrients
- primary components of Dietary Guidelines for Australians, in particular those for older Australians, children and adolescents.

## Assessment Conditions

Skills must be demonstrated in an operational commercial kitchen. This can be:

- an industry workplace
- a simulated industry environment, such as a training kitchen servicing customers.

Assessment must ensure access to:

- fixtures and large equipment:
  - commercial:
    - blenders and food mills
    - food processors
    - planetary mixers
  - commercial dishwasher
  - commercial grade work benches (1.5 m/person)
  - commercial ovens with trays (one per two persons)
  - commercial refrigeration facilities:
    - cool room
    - freezer
    - fridge
  - deep-fryer
  - designated storage areas for dry goods and perishables
  - double sink
  - gas, electric or induction stove tops (two burners per person)
  - hot plate or griddle
  - microwave
  - salamander or other form of griller (one per four persons)
  - storage facilities:
    - shelving
    - trays

- slicers
- steamers
- small equipment:
  - baking sheets and trays
  - beaters
  - cake tins with:
    - fixed base in a range of shapes
    - loose bottom
  - containers for hot and cold food
  - cutting boards
  - food handler gloves
  - graters
  - juicers
  - knife sharpening equipment
  - sharpening steels and stones
  - knives:
    - butcher and boning knives
    - bread knives
    - carving knives
    - large serrated cake knives
    - filleting knives
    - palette knives
    - utility knives
  - measurers:
    - metric calibrated measuring jugs
    - measuring spoons
    - portion control scoops
  - mortar and pestle
  - moulds and forms
  - mouli
  - oven mitts
  - piping bags and attachments
  - poachers
  - range of pans and pots for small and large production:
    - tilting fry pans
    - stainless steel, cast iron, iron and non-stick fry pans
    - stock pots
  - salad spinner
  - scales
  - scoops, skimmers and spiders



- sets of stainless steel bowls
- service-ware:
  - platters, dishes, and bowls
  - cutlery and serving utensils
- small utensils:
  - flour and drum sieves
  - pastry brush
  - peelers, corers and slicers
  - strainers and chinois
  - scrapers
  - spatulas
  - tongs and serving utensils
  - whisks:
    - fine stainless steel wire
    - coarse stainless steel wire
- spoons:
  - large plain and slotted metal spoons
  - ladles in a variety of sizes
  - serving spoons
  - wooden spoons
- steamers
- temperature probes
- thermometers
- cleaning materials and equipment:
  - cleaning cloths
  - commercial cleaning and sanitising agents and chemicals for cleaning commercial kitchens, equipment and food storage areas
  - dustpans and brooms
  - garbage bins and bags
  - hand towel dispenser and hand towels
  - mops and buckets
  - separate hand basin and antiseptic liquid soap dispenser for hand washing
  - sponges, brushes and scourers
  - tea towels
- copy of Dietary Guidelines for Australians
- organisational specifications:
  - equipment manufacturer instructions
  - current commercial stock control procedures and documentation for ordering, monitoring and maintaining stock

- mise en place lists, menus, standard recipes, and recipes for special dietary requirements
- ordering and docketing paperwork
- food safety plan
- guidelines relating to food disposal, storage and presentation requirements
- safety data sheets (SDS) for cleaning agents and chemicals
- diverse and comprehensive range of perishable food supplies for commercial cookery or catering operations
- industry-realistic ratios of kitchen staff to customers; these can be:
  - staff and customers in an industry workplace during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have achieved the Certificate III in Commercial Cookery or Certificate IV in Commercial Cookery to assess this unit as part of a Certificate III in Commercial Cookery or Certificate IV in Commercial Cookery qualification; and
- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# SITHCCC019 Produce cakes, pastries and breads

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to produce cakes, pastries and breads in a commercial kitchen following standard recipes. It requires the ability to select, prepare and portion ingredients; and to use relevant equipment a range of cookery methods to make and decorate cakes, pastries and breads, and food storage methods.

It does not cover the specialist skills used by patissiers to produce specialist patisserie products. These are covered in the range of patisserie units coded 'PAT'.

The unit applies to hospitality and catering organisations that produce and serve cakes, pastries and breads, including hotels, restaurants and patisseries.

It applies to individuals who work under the guidance of more senior chefs. They demonstrate autonomy and judgement to complete routine activities and take limited responsibility in known and stable contexts within established parameters.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## Pre-requisite Unit

SITXFSA001 Use hygienic practices for food safety

## Competency Field

Commercial Cookery and Catering

## Unit Sector

Hospitality

## Elements and Performance Criteria

### ELEMENTS

### PERFORMANCE CRITERIA

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- |  |  |
|--|--|
| <p>1. Select ingredients.</p>                                    | <p>1.1. Confirm food production requirements from food preparation list and standard recipes.</p> <p>1.2. Calculate ingredient amounts according to requirements.</p> <p>1.3. Identify and select ingredients from stores according to recipe, quality, freshness and stock rotation requirements.</p>   |
| <p>2. Select, prepare and use equipment.</p>                     | <p>2.1. Select type and size of equipment suitable to requirements.</p> <p>2.2. Safely assemble and ensure cleanliness of equipment before use.</p> <p>2.3. Use equipment safely and hygienically according to manufacturer instructions.</p>  |
| <p>3. Portion and prepare ingredients.</p>                       | <p>3.1. Sort and assemble ingredients according to food production sequencing.</p> <p>3.2. Weigh and measure wet and dry ingredients according to the recipe and quantity of cakes, pastries and breads required.</p> <p>3.3. Prepare yeast-based dough to correct consistency and shape, according to standard recipes.</p> <p>3.4. Minimise waste to maximise profitability of cakes, pastries and breads produced.</p>  |
| <p>4. Cook cakes, pastries, breads.</p>                          | <p>4.1. Use cookery methods for cakes, pastries and breads and sweet and savoury fillings to achieve desired product characteristics.</p> <p>4.2. Follow standard recipes and make <b>food quality adjustments</b> within scope of responsibility.</p> <p>4.3. Select baking conditions, required oven temperature and bake cakes, pastries and breads.</p> <p>4.4. Cool in appropriate conditions to retain optimum freshness and product characteristics.</p>  |
| <p>5. Decorate, present and store cakes pastries and breads.</p> | <p>5.1. Enhance appearance and taste of cakes, pastries and breads using suitable fillings, icings and decorations, according to standard recipes.</p> <p>5.2. Apply icing to ensure a smooth and seamless finish.</p> <p>5.3. Visually evaluate cakes, pastries and breads and <b>adjust presentation</b> before displaying.</p> <p>5.4. Use suitable service-ware to attractively present cakes, pastries and breads according to organisational standards.</p> <p>5.5. Display cakes, pastries and breads in appropriate conditions to retain optimum freshness and product characteristics.</p> <p>5.6. Store cakes, pastries and breads and reusable by-products in</p> |

appropriate *environmental conditions*.

- 5.7. Clean work area, and dispose of or store surplus and re-usable by-products according to organisational procedures, environmental considerations, and cost-reduction initiatives.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| SKILLS                             | DESCRIPTION   |
|------------------------------------|---|
| Reading skills to:                 | <ul style="list-style-type: none"> <li>locate information in food preparation lists and standard recipes to determine food preparation requirements</li> <li>locate and read date codes and rotation labels on food products.</li> </ul>  |
| Numeracy skills to:                | <ul style="list-style-type: none"> <li>determine cooking times and temperatures.</li> </ul>   |
| Problem-solving skills to:         | <ul style="list-style-type: none"> <li>evaluate quality of ingredients and finished cakes, pastries and breads and make adjustments to ensure a quality product</li> <li>adjust taste, texture and appearance of food products according to identified deficiencies.</li> </ul> |
| Planning and organising skills to: | <ul style="list-style-type: none"> <li>efficiently sequence the stages of food preparation and production.</li> </ul>   |

## Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

***Food quality adjustments*** must involve consideration of factors relating to:

- ratio of wet to dry ingredients
- taste
- temperature
- texture.

***Adjusting presentation*** must involve consideration of:

- accompaniments and garnishes to maximise visual appeal:
  - balance
  - colour
  - contrast

*Environmental conditions* must ensure appropriate:

- plated food for practicality of:
  - customer consumption
  - service
- wiping drips and spills.
- humidity
- light
- packaging
- temperature
- use of containers
- ventilation.

## Unit Mapping Information

SITHCCC308 Produce cakes, pastries and breads

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITHCCC019 Produce cakes, pastries and breads

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- follow standard recipes to produce and decorate four of each of the following:
  - cakes from the list in the knowledge evidence
  - pastries from the list in the knowledge evidence
  - breads from the list in the knowledge evidence
- produce each of the above cakes, pastries and breads of the same type:
  - that are consistent in quality, size, shape and appearance
  - within commercial time constraints and deadlines
  - reflecting required quantities to be produced
  - following procedures for portion control and food safety practices when handling and storing food
  - responding to special customer requests and dietary requirements.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- culinary terms and trade names for:
  - ingredients commonly used to produce cakes, pastries and breads
  - a variety of classical and contemporary cakes, pastries and breads
- contents of stock date codes and rotation labels
- food safety practices for handling and storing cakes, pastries and breads
- classical and contemporary:
  - cakes:
    - basic aerated sponge
    - cold set cake and mousse cake
    - friands
    - fruit cake
    - Genoise sponge
    - Madeira cake

- meringues
- muffins
- Swiss roll
- pastries:
  - choux pastry
  - croissant
  - Danish pastry
  - puff pastry
  - short crust
  - sweet pastry
  - strudel
- sweet and savoury breads:
  - baguette
  - bath or fruit bun
  - bread rolls
  - hot cross buns
  - unleavened breads
- characteristics of a variety of classical and contemporary cakes, pastries and breads:
  - appearance
  - colour
  - consistency
  - moisture content
  - shape
  - taste
  - texture
- historical and cultural derivations of a variety of cakes, pastries and breads
- basic aspects of yeast fermentation and dough development processes
- nutritional value of classical and contemporary cakes, pastries and breads
- indicators of freshness and quality of stocked ingredients for cakes, pastries and breads
- cookery methods for cakes, pastries, breads and fillings:
  - adding fats and liquids to dry ingredients
  - chilling ingredients and work surfaces
  - cutting, shaping and moulding
  - kneading and handling
  - preparing and using fillings
  - preparing and using pre-bake finishes and decorations
  - resting
  - rolling
  - selecting and preparing appropriate cake tins and moulds
  - stirring and aerating to achieve required consistency and texture



- using required amount of batter according to desired characteristics of finished products
- weighing or measuring and sifting dry ingredients
- whisking, folding, piping and spreading
- main types, culinary characteristics and uses of fillings for cakes, pastries or breads:
  - savoury:
    - bacon
    - cheese
    - fish
    - ham
    - meat
    - poultry
    - vegetable
  - sweet:
    - chocolate
    - cream
    - custard
    - fresh or crystallised fruit and fruit purées
    - meringue
    - whole or crushed nuts.
- main types, culinary characteristics and uses of decorations for cakes, pastries or breads:
  - chocolate
  - coloured and flavoured sugar
  - fresh, preserved or crystallised fruits
  - fruit purées
  - glazes
  - icings
  - jellies
  - sprinkled icing sugar
  - whole or crushed nuts
- appropriate baking temperatures and cooking times for cakes, pastries, breads and fillings
- appropriate environmental conditions for storing cakes, pastries, breads and re-usable by-products of their preparation to:
  - ensure food safety
  - optimise shelf life
- mise en place requirements for producing cakes, pastries and breads and fillings
- safe operational practices using essential functions and features of equipment used to produce cakes, pastries and breads.

## Assessment Conditions

Skills must be demonstrated in an operational commercial kitchen. This can be:

- an industry workplace
- a simulated industry environment, such as a training kitchen servicing customers.

Assessment must ensure access to:

- fixtures and large equipment:
  - commercial grade work benches (1.5 m/person)
  - commercial:
    - blenders and food mills
    - food processors
    - planetary mixers
  - commercial ovens with trays (one per two persons)
  - commercial refrigeration facilities:
    - cool room
    - freezer
    - fridge
  - designated storage areas for dry goods and perishable
  - double sink
  - marble slab or bench
  - microwave
  - storage facilities:
    - shelving
    - trays
- small equipment:
  - baking sheets
  - beaters
  - cake tins and moulds:
    - fixed base in a range of shapes
    - loose bottom
    - muffin tins
  - containers for hot and cold food
  - cutting boards
  - food handler gloves
  - graters
  - knives:
    - cake knife
  - pastry cutters and shapes
  - measurers:

- metric calibrated measuring jugs
- measuring spoons
- portion control scoops
- moulds, shapes and cutters
- oven mitts
- piping bags and attachments
- proofer
- range of saucepans and pots for small and large production
- scales
- sets of stainless steel bowls
- service-ware:
  - cutlery and serving utensils
  - platters, dishes, and bowls
  - serving tongs and trowels
- silicon mats
- spatulas
- spoons:
  - ladles in a variety of sizes
  - wooden spoons
  - large plain and slotted metal spoons
- whisks:
  - fine stainless steel wire
  - coarse stainless steel wire
- wire cooling racks
- cleaning materials and equipment:
  - cleaning cloths
  - commercial cleaning and sanitising agents and chemicals for cleaning commercial kitchens, equipment and food storage areas
  - dustpans and brooms
  - garbage bins and bags
  - hand towel dispenser and hand towels
  - mops and buckets
  - separate hand basin and antiseptic liquid soap dispenser for hand washing
  - sponges, brushes and scourers
  - tea towels
- organisational specifications:
  - equipment manufacturer instructions
  - current commercial stock control procedures and documentation for ordering, monitoring and maintaining stock

- mise en place lists, menus, standard recipes, and recipes for special dietary requirements
- ordering and docketing paperwork
- food safety plans
- guidelines relating to food disposal, storage and presentation requirements
- safety data sheets (SDS) for cleaning agents and chemicals
- diverse and comprehensive range of perishable food supplies for cakes, pastries and breads
- industry-realistic ratios of kitchen staff to customers; these can be:
  - staff and customers in an industry workplace during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have achieved the Certificate III in Commercial Cookery or Certificate IV in Commercial Cookery to assess this unit as part of a Certificate III in Commercial Cookery or Certificate IV in Commercial Cookery qualification; and
- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## SITHCCC020 Work effectively as a cook

### Modification History

Not applicable.

### Application

This unit describes the performance outcomes, skills and knowledge required to work as a cook. It incorporates all aspects of organising, preparing and cooking a variety of food items across different service periods and menu types; using a range of cooking methods and team coordination skills. The unit integrates key technical and organisational skills required by a qualified commercial cook. It brings together the skills and knowledge covered in individual units and focuses on the way they must be applied in a commercial kitchen.

The unit applies to cooks working in hospitality and catering organisations. This could include restaurants, educational institutions, health establishments, defence forces, cafeterias, kiosks, cafes, residential caterers, in flight and other transport caterers, and event and function caterers. Menu types may be classical, contemporary or ethnic and service may be formal or informal.

It applies to individuals who work under the guidance of more senior chefs. They demonstrate autonomy and judgement to complete routine activities and take limited responsibility in known and stable contexts within established parameters.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### Pre-requisite Unit

SITXFSA001 Use hygienic practices for food safety

### Competency Field

Commercial Cookery and Catering

### Unit Sector

Hospitality

## Elements and Performance Criteria

### ELEMENTS

### PERFORMANCE CRITERIA

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Organise and prepare for food service or production.

- 1.1. Determine and calculate commodity quantities and determine requirements for quality and style according to recipes and specifications.
- 1.2. Prepare a job checklist for food preparation that is clear, complete and appropriate to the situation.
- 1.3. Liaise with other team members about menu requirements and job roles.
- 1.4. Develop and follow a work schedule to maximise efficiency, taking into consideration roles and responsibilities of other team members.
- 1.5. Complete *food organisation and preparation* according to different food production and service requirements.

2. Cook and present menu items for food service or production.

- 2.1. Select and use appropriate commercial equipment to produce menu items in line with manufacturer specifications.
- 2.2. Cook menu items according to menu type and service style, using appropriate cookery methods, adjusting where required.
- 2.3. Adjust menu items and ingredients to meet *special requests or dietary requirements of customers*.
- 2.4. Produce menu items to meet customer expectations of quality, appeal of presentation and timeliness of delivery.
- 2.5. Work cooperatively as part of a kitchen team and delegate tasks appropriately.
- 2.6. Follow workplace safety and hygiene procedures according to organisational and legislative requirements.
- 2.7. Maintain cleanliness and tidiness of the work environment.

3. Complete end of shift requirements.

- 3.1. Complete *end of shift procedures* according to organisational practices.
- 3.2. Store food items appropriately to minimise food spoilage, contamination and waste.
- 3.3. Participate in post-shift debrief or handover.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| <b>SKILLS</b>                      | <b>DESCRIPTION</b>  |
|------------------------------------|---|
| Reading skills to:                 | <ul style="list-style-type: none"> <li>• select and apply the organisational procedures and strategies needed to perform work effectively</li> <li>• review customer special requests and dietary requirements and interpret required changes to food preparation lists and recipes.</li> </ul> |
| Writing skills to:                 | <ul style="list-style-type: none"> <li>• record clear sequenced instructions for work schedules.</li> </ul>   |
| Oral communication skills to:      | <ul style="list-style-type: none"> <li>• listen to colleague and customer comments, complaints and questions</li> <li>• respond to colleagues' feedback, providing information and asking questions to clarify when further information is necessary.</li> </ul>                                |
| Numeracy skills to:                | <ul style="list-style-type: none"> <li>• measure familiar quantities of ingredients using simple measuring instruments.</li> </ul>  |
| Problem-solving skills to:         | <ul style="list-style-type: none"> <li>• evaluate dishes and make adjustments to ensure a quality product</li> <li>• anticipate and respond to kitchen operation challenges.</li> </ul>   |
| Teamwork skills to:                | <ul style="list-style-type: none"> <li>• brief and debrief members of the kitchen team on new products and recipes</li> <li>• discuss process improvements and changes to food production and service requirements.</li> </ul>  |
| Planning and organising skills to: | <ul style="list-style-type: none"> <li>• prioritise, sequence, delegate and monitor tasks and processes.</li> </ul>   |
| Self-management skills to:         | <ul style="list-style-type: none"> <li>• deal with pressure of work and kitchen conditions</li> <li>• coordinate own safe work across multiple tasks.</li> </ul>  |

## Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

***Food organisation and preparation*** must include:

- cleaning and preparing vegetables and other commodities
- portioning food types, ingredients and

dishes

*Special requests or dietary requirements* of customers must relate to:

- selecting and using service-ware and equipment.
- cultural needs and restrictions
- customer preferences
- dietary requirements based on medical issues.

*End of shift procedures* must include:

- cleaning procedures
- consider feedback from customers and guests on quality and service
- post-shift debrief or handover
- preparations for the next food service period
- re-stocking
- storing food items.

## Unit Mapping Information

SITHCCC309 Work effectively as a cook

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>



# Assessment Requirements for SITHCCC020 Work effectively as a cook

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- safely and hygienically prepare, cook and present menu items for a minimum of 48 complete food service periods that cover:
  - breakfast
  - dinner
  - lunch
  - special function
- prepare, cook and present items for at least three of the following different menu styles:
  - à la carte
  - set menu
  - table d'hôte
  - buffet
  - cyclical
- prepare, cook and serve items from the following food types that meet quality requirements:
  - appetisers and salads
  - fish and shellfish
  - hot and cold desserts
  - meat, poultry and game
  - pastries, cakes and yeast goods
  - stocks, sauces and soups
  - vegetables, fruit, eggs and farinaceous products
- multi-task and integrate technical and other skills to respond to multiple demands simultaneously
- work professionally as part of a team and coordinate team activities in line with kitchen roles and responsibilities, and organisational requirements
- respond to special customer requests and dietary requirements
- prepare dishes for customers within the typical time constraints of a busy commercial kitchen.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- basic principles and methods of cookery
- culinary terms commonly used in the industry and organisation
- characteristics of foods from all main food categories served in the organisation
- features of standard recipes
- organisational procedures for:
  - planning, preparing and storing food
  - workplace safety and hygiene
  - end of shift
- essential principles and practices related to:
  - planning and organising work
  - food safety and hygiene
  - kitchen safety and cleanliness
- varying requirements of different food service periods and menu types
- safe operational practices using essential functions and features of commercial kitchen equipment in use.

## Assessment Conditions

Skills must be demonstrated in an operational commercial kitchen. This can be:

- an industry workplace
- a simulated industry environment, such as a training kitchen servicing customers.

Assessment must ensure access to:

- fixtures and large equipment:
  - bain marie or hot box
  - commercial:
    - blenders and food mills
    - food processors
    - planetary mixers
  - commercial dishwasher
  - commercial grade work benches (1.5 m/person)
  - commercial ovens with trays (one per two persons)
  - commercial refrigeration facilities:
    - cool room
    - freezer
    - fridge

- computers, printers and stock control software systems currently used by the hospitality industry
- electronic equipment used for stock control
- deep-fryer
- designated storage areas for dry goods and perishables
- double sink
- gas, electric or induction stove tops (two burners per person)
- hot plate or griddle
- lifting and transporting equipment
- recording systems
- salamander or other form of griller (one per four persons)
- storage facilities:
  - shelving
  - trays
  - slicer
  - steamers
- small equipment:
  - baking sheets and trays
  - beaters
  - containers for hot and cold food
  - cutting boards
  - food handler gloves
  - graters
  - juicers
  - knife sharpening equipment
  - sharpening steels and stones
  - knives and cleavers:
    - butcher and boning knives
    - bread knives
    - carving knives
    - chef knives
    - filleting knives
    - large serrated cake knives
    - palette knives
    - utility knives
  - measurers:
    - metric calibrated measuring jugs
    - measuring spoons
    - portion control scoops
  - mortar and pestle

- moulds and forms
- mouli
- oven mitts
- piping bags and attachments
- poachers
- range of pans and pots for small and large production:
  - fry pans: stainless steel, cast iron, iron and non-stick
  - stock pots
- salad spinner
- scales
- scoops, skimmers and spiders
- service-ware:
  - platters, dishes, and bowls
  - cutlery and serving utensils
- sets of stainless steel bowls
- small utensils:
  - flour and drum sieves
  - peelers, corers and slicers
  - strainers and chinois
  - scrapers
  - spatulas
  - pastry brush
  - tongs and serving utensils
  - whisks:
    - fine stainless steel wire
    - coarse stainless steel wire
- steamers
- spoons:
  - large plain and slotted metal spoons
  - ladles in a variety of sizes
  - serving spoons
  - wooden spoons
- temperature probes
- thermometers
- cleaning materials and equipment:
  - cleaning cloths
  - commercial cleaning and sanitising agents and chemicals for cleaning commercial kitchens, equipment and food storage areas
  - dustpans and brooms
  - garbage bins and bags

- hand towel dispenser and hand towels
- mops and buckets
- separate hand basin and antiseptic liquid soap dispenser for hand washing
- sponges, brushes and scourers
- tea towels
- organisational specifications:
  - equipment manufacturer instructions
  - current commercial stock control procedures and documentation for ordering, monitoring and maintaining stock
  - mise en place lists, menus, standard recipes, and recipes for special dietary requirements
  - ordering and docketing paperwork
  - food safety plans
  - guidelines relating to food disposal, storage and presentation requirements
  - safety data sheets (SDS) for cleaning agents and chemicals
- diverse and comprehensive range of perishable food supplies for commercial cookery or catering operations
- industry-realistic ratios of kitchen staff to customers; these can be:
  - staff and customers in an industry workplace during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have achieved the Certificate III in Commercial Cookery or Certificate IV in Commercial Cookery to assess this unit as part of a Certificate III in Commercial Cookery or Certificate IV in Commercial Cookery qualification; and
- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# SITHCCC021 Prepare specialised food items

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to prepare and cook food items that are more unusual in nature than those in standard recipes. It requires the ability to select and prepare ingredients, use relevant equipment, specialised cookery and food storage methods.

The unit applies to cooks working in hospitality and catering organisations. This could include restaurants, educational institutions, health establishments, defence forces, cafeterias, kiosks, cafes, residential caterers, in flight and other transport caterers, and event and function caterers.

Because the nature of food items prepared is specialised, it may apply to chefs and cooks with advanced skills or with skills in very particular styles of cooking.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## Pre-requisite Unit

SITXFSA001 Use hygienic practices for food safety

## Competency Field

Commercial Cookery and Catering

## Unit Sector

Hospitality

## Elements and Performance Criteria

### ELEMENTS

### PERFORMANCE CRITERIA

|  |  |
|--|--|
| Elements describe the essential outcomes.    | Performance criteria describe the performance needed to demonstrate achievement of the element.  |
| 1. Select ingredients.                       | 1.1. Confirm food production requirements from food preparation list and specialised recipes.<br>1.2. Calculate ingredient amounts according to requirements.<br>1.3. Identify and select ingredients for specialised food items from stores according to recipe, quality, freshness and stock rotation requirements.  |
| 2. Select, prepare and use equipment.        | 2.1. Select type and size of equipment suitable to requirements.<br>2.2. Safely assemble and ensure cleanliness of equipment before use.<br>2.3. Use equipment safely and hygienically according to manufacturer instructions.   |
| 3. Portion and prepare ingredients.          | 3.1. Sort and assemble ingredients according to food production sequencing.<br>3.2. Weigh and measure ingredients and create portions according to recipe.<br>3.3. Minimise waste to maximise profitability of food items prepared.  |
| 4. Cook specialised food items.              | 4.1. Select and use preparation and cookery methods for specialised food items.<br>4.2. Prepare and use accompaniments suited to dishes.<br>4.3. Follow specialised recipes and make <i>food quality adjustments</i> within scope of responsibility.   |
| 5. Present and store specialised food items. | 5.1. Present dishes attractively on appropriate service-ware.<br>5.2. Add dips, sauces and garnishes according to specialised recipes and regional variations.<br>5.3. Visually evaluate dish and <i>adjust presentation</i> as required.<br>5.4. Store dishes in appropriate <i>environmental conditions</i> .<br>5.5. Clean work area, and dispose of or store surplus and re-usable by-products according to organisational procedures, environmental considerations, and cost-reduction initiatives. |

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

### SKILLS

### DESCRIPTION

Reading skills to:

- locate information in food preparation lists and standard recipes to determine food preparation requirements
- locate and read date codes and rotation labels on food

- products.
- Numeracy skills to:
- calculate the number of portions
  - determine cooking times and temperatures.
- Problem-solving skills to:
- evaluate quality of ingredients and finished dishes and make adjustments to ensure a quality product
  - adjust taste, texture and appearance of food products according to identified deficiencies.
- Planning and organising skills to:
- efficiently sequence the stages of food preparation and production.
- Self-management skills to:
- manage own speed, timing and productivity.

## Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

***Food quality adjustments*** must involve consideration of factors relating to:

- taste
- temperature
- texture.

***Adjusting presentation*** must involve consideration of:

- accompaniments and garnishes that maximise visual appeal:
  - balance
  - colour
  - contrast
- plated food for practicality of:
  - customer consumption
  - service
- wiping drips and spills.

***Environmental conditions*** must ensure appropriate:

- atmosphere
- humidity
- light
- packaging
- temperature
- use of containers
- ventilation.



## **Unit Mapping Information**

SITHCCC401 Produce specialised food items

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITHCCC021 Prepare specialised food items

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- apply specialised cookery methods to prepare six different dishes that make use of specialised food items and specialised preparation techniques
- use appropriate specialised methods when preparing selected dishes above
- prepare above specialised items for customers:
  - within commercial time constraints and deadlines
  - reflecting required quantities to be produced
  - following procedures for portion control and food safety practices when handling and storing one or more specialised food items
  - responding to special customer requests and dietary requirements.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- culinary terms and trade names for ingredients used in the relevant specialised area
- contents of stock date codes and rotation labels
- characteristics of relevant specialised items:
  - appearance and presentation
  - freshness and other quality indicators
  - historical and cultural derivations
  - molecular modifications
  - nutritional value
  - service style
  - taste
  - texture
- food safety practices for handling and storing one or more specialised food items
- main types and culinary characteristics of specialised food items used in contemporary cooking:
  - aquatic plants and seaweeds
  - aromatics, flavourings, spices and herbs

- bush foods and native Australian ingredients
- commodities from ethnic cuisines and cultural traditions
- fruits, vegetables, flowers and salad items
- fungi
- meats, poultry and game other than lamb, beef, pork and chicken
- offal and specialist meat products
- preserves, condiments and accompaniments
- seeds and nuts
- specialist cheeses and dairy products
- unusual fish, shellfish and other foods from salt or fresh water
- main types of preparation and cookery methods for the relevant specialised items:
  - cooking on salt
  - earth oven cooking
  - hanging of meat, poultry and game
  - marinating and coating
  - molecular gastronomy
  - preserving:
    - drying
    - salting
    - pickling
    - smoking
  - tenderising
  - sous vide
- mise en place requirements for specialised food items
- appropriate environmental conditions for storing products to:
  - ensure food safety
  - optimise shelf life
- safe operational practices using essential functions and features of equipment used to produce specialised dishes.

## Assessment Conditions

Skills must be demonstrated in an operational commercial kitchen. This can be:

- an industry workplace
- a simulated industry environment, such as a training kitchen servicing customers.

Assessment must ensure access to:

- fixtures and large equipment:
  - commercial:
    - blenders and food mills

- food processors
- planetary mixers
- commercial dishwasher
- commercial grade work benches (1.5 m/person)
- commercial ovens with trays (one per two persons)
- commercial refrigeration facilities:
  - cool room
  - freezer
  - fridge
- deep-fryer
- designated storage areas for dry goods and perishables
- double sink
- gas, electric or induction stove tops (two burners per person)
- hot plate or griddle
- marble bench or slab
- microwave
- salamander or other form of griller (one per four persons)
- storage facilities:
  - shelving
  - trays
- slicer
- steamers
- small equipment:
  - baking sheets and trays
  - beaters
  - cake tins with:
    - fixed base in a range of shapes
    - loose bottom
  - containers for hot and cold food
  - cutting boards
  - food handler gloves
  - graters
  - juicers
  - knife sharpening equipment
  - sharpening steels and stones
  - knives:
    - butcher and boning knives
    - bread knives
    - carving knives
    - filleting knives

- large serrated cake knives
- palette knives
- utility knives
- measurers:
  - metric calibrated measuring jugs
  - measuring spoons
  - portion control scoops
- meat:
  - bats
  - cleavers
  - hooks
  - thermometers
  - mincers
  - saws
- mortar and pestle
- moulds and forms
- mouli
- oven mitts
- piping bags and attachments
- poachers
- range of pans and pots for small and large production:
  - stainless steel, cast iron and non-stick fry pans
  - stock pots
- salad spinner
- scales:
  - 1 gram increments to 5kg
  - 10th of a gram increments
- scoops, skimmers and spiders
- service-ware:
  - platters, dishes, and bowls
  - cutlery and serving utensils
- sets of stainless steel bowls
- small utensils:
  - flour and drum sieves
  - peelers, corers and slicers
  - strainers and chinois
  - scrapers
  - spatulas
  - pastry brush
  - tongs and serving utensils

- whisks:
  - fine stainless steel wire
  - coarse stainless steel wire
- sous vide cooker
- spoons:
  - large plain and slotted metal spoons
  - ladles in a variety of sizes
  - serving spoons
  - wooden spoons
- steamers
- temperature probes
- thermometers
- vacuum sealer or cryovac machine
- cleaning materials and equipment:
  - cleaning cloths
  - commercial cleaning and sanitising agents and chemicals for cleaning commercial kitchens, equipment and food storage areas
  - dustpans and brooms
  - garbage bins and bags
  - hand towel dispenser and hand towels
  - mops and buckets
  - separate hand basin and antiseptic liquid soap dispenser for hand washing
  - sponges, brushes and scourers
  - tea towels
- organisational specifications:
  - equipment manufacturer instructions
  - current commercial stock control procedures and documentation for ordering, monitoring and maintaining stock
  - mise en place lists, menus, standard recipes, and recipes for specialised food items
  - ordering and docketing paperwork
  - food safety plan
  - guidelines relating to food disposal, storage and presentation requirements
  - safety data sheets (SDS) for cleaning agents and chemicals
- diverse and comprehensive range of perishable food supplies for commercial cookery or catering operations
- industry-realistic ratios of kitchen staff to customers; these can be:
  - staff and customers in an industry workplace during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have achieved the Certificate III in Commercial Cookery or Certificate IV in Commercial Cookery to assess this unit as part of a Certificate III in Commercial Cookery or Certificate IV in Commercial Cookery qualification; and
- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## **Links**

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# **SITHCCC022 Prepare portion-controlled meat cuts and meat products**

## **Modification History**

Not applicable.

## **Application**

This unit describes the performance outcomes, skills and knowledge required to select quality meats, break down primary and secondary cuts into portions, and prepare a selection of meat products according to standard recipes. It requires the ability to use appropriate equipment and storage procedures.

The unit applies to cooks working in hospitality and catering organisations. This could include restaurants, educational institutions, health establishments, defence forces, cafeterias, kiosks, cafes, residential caterers, in flight and other transport caterers, and event and function caterers.

It applies to individuals who work under the guidance of more senior chefs. They demonstrate autonomy and judgement to complete routine activities and take limited responsibility in known and stable contexts within established parameters.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## **Pre-requisite Unit**

SITXFSA001 Use hygienic practices for food safety

## **Competency Field**

Commercial Cookery and Catering

## **Unit Sector**

Hospitality



## Elements and Performance Criteria

### ELEMENTS

### PERFORMANCE CRITERIA

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- |  |  |
|--|--|
| <p>1. Select ingredients.</p>                              | <p>1.1. Confirm food production requirements from food preparation list and standard recipes.</p> <p>1.2. Calculate ingredient amounts according to requirements.</p> <p>1.3. Identify and select traditional and contemporary meats, meat products and other ingredients from stores according to recipe, quality, freshness and stock rotation requirements.</p>   |
| <p>2. Select, prepare and use equipment.</p>               | <p>2.1. Select type and size of knives and other equipment suitable to requirements.</p> <p>2.2. Safely assemble and ensure cleanliness of equipment before use.</p> <p>2.3. Use knives and other equipment safely and hygienically according to manufacturer instructions.</p>  |
| <p>3. Portion and prepare meat cuts and meat products.</p> | <p>3.1. Specify, select and weigh ingredients correctly according to standard recipes.</p> <p>3.2. Cut meats precisely to required portion size and weight as required for standard recipes.</p> <p>3.3. Prepare portion-controlled meat products using suitable ingredients and methods according to standard recipe requirements.</p> <p>3.4. Select and use appropriate ingredients, fillings, flavourings and marinades for meat products.</p> <p>3.5. Minimise waste to maximise profitability of meat cuts prepared.</p> |
| <p>4. Store meat cuts and meat products.</p>               | <p>4.1. Store meat cuts and products in appropriate <i>environmental conditions</i>.</p> <p>4.2. Use <i>meat preservation methods</i> as appropriate.</p> <p>4.3. Clean work area, and dispose of or store surplus and re-usable by-products according to organisational procedures, environmental considerations, and cost-reduction initiatives.</p>   |

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

**SKILLS****DESCRIPTION**

|                                    |  |
|------------------------------------|--|
| Reading skills to:                 | <ul style="list-style-type: none"> <li>locate information in food preparation lists and standard recipes to determine meat preparation requirements</li> <li>locate and read date code and stock rotation labels.</li> </ul>           |
| Writing skills to:                 | <ul style="list-style-type: none"> <li>record notes on recipe requirements and measurements and calculations.</li> </ul>   |
| Numeracy skills to:                | <ul style="list-style-type: none"> <li>measure familiar quantities of ingredients using simple measuring instruments</li> <li>calculate the number of portions</li> <li>determine cooking times and temperatures.</li> </ul>           |
| Learning skills to:                | <ul style="list-style-type: none"> <li>maintain awareness of contemporary meat cuts and products and how to prepare them.</li> </ul>   |
| Problem-solving skills to:         | <ul style="list-style-type: none"> <li>evaluate quality of meat and finished meat products</li> <li>adjust taste, texture and appearance of meat products according to identified deficiencies to ensure a quality product.</li> </ul> |
| Planning and organising skills to: | <ul style="list-style-type: none"> <li>efficiently sequence the stages of food preparation and production.</li> </ul>  |
| Technology skills to:              | <ul style="list-style-type: none"> <li>use food preparation, weighing and cooking equipment.</li> </ul>  |

**Range of Conditions**

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

***Environmental conditions*** must ensure appropriate:

- atmosphere
- humidity
- light
- packaging
- temperature
- use of containers
- ventilation.

***Meat preservation methods*** available for use must include:

- curing
- drying
- freezing
- pickling
- salting

- smoking.

## Unit Mapping Information

SITHCCC402 Prepare portion-controlled meat cuts

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITHCCC022 Prepare portion-controlled meat cuts and meat products

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- prepare portion-controlled meat cuts for each of the following meats:
  - beef
  - lamb
  - pork
  - veal
  - game
  - contemporary meats:
    - goat
    - kangaroo
- produce each of the following meat products and smallgoods:
  - cured or smoked meats
  - marinated meat cuts
  - salami
  - sausages
  - shashlik
- prepare preserved meats using at least four different meat preservation techniques
- prepare above meat cuts and products within commercial time constraints and in line with identified quality indicators
- use suitable preparation methods for each of the different meat cuts and products specified above.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- culinary terms and trade names for:
  - primary and secondary meat cuts according to Australian standard meat cuts
- contents of stock date codes and rotation labels
- basic meat science and meat classification systems
- characteristics of quality meat and meat products:

- appearance
- fat content
- freshness
- primary, secondary and portioned cuts
- quality indicators
- nutritional value
- taste
- texture
- classical and contemporary trends in preparing meat and meat products
- food safety practices for handling and storing meat
- meat preservation techniques:
  - curing
  - drying
  - freezing
  - pickling
  - salting
  - smoking
- preparation methods for different cuts and types of meat:
  - boning
  - trimming
  - portioning
- preparation methods and ingredients for different meat products:
  - filling
  - flavouring
  - marinating
- equipment used to produce meat products:
  - knife care and maintenance
  - essential features and functions
  - safe operating practices
- appropriate environmental conditions for storing meat cuts and meat products to:
  - ensure food safety
  - optimise shelf life.

## Assessment Conditions

Skills must be demonstrated in an operational commercial kitchen. This can be:

- an industry workplace
- a simulated industry environment, such as a training kitchen servicing customers.

Assessment must ensure access to:

- fixtures and large equipment:
  - commercial:
    - blenders and food mills
    - food processors
    - planetary mixers
  - commercial grade work benches (1.5 m/person)
  - commercial refrigeration facilities:
    - cool room
    - freezer
    - fridge
  - designated storage areas for dry goods and perishables
  - double sink
  - storage facilities:
    - shelving
    - trays
- small equipment:
  - containers for hot and cold food
  - cutting boards
  - graters and peelers
  - knife sharpening equipment
  - sharpening steels and stones
  - measurers:
    - metric calibrated measuring jugs
    - measuring spoons
    - portion control scoops
  - scales
  - sets of stainless steel bowls
- equipment for producing portion-controlled meat cuts:
  - butcher's block
  - cleavers
  - butcher and boning knives
  - equipment for pickling, smoking, mincing and sausage making
  - hand saw
  - meat mallet or hammer
  - mesh or nylon cut-resistant gloves
  - packaging material
  - pickling vats
  - sausage casing machines
  - saws
  - vacuum machine

- cleaning materials and equipment:
  - cleaning cloths
  - commercial cleaning and sanitising agents and chemicals for cleaning commercial kitchens, equipment and food storage areas
  - dustpans and brooms
  - garbage bins and bags
  - hand towel dispenser and hand towels
  - mops and buckets
  - separate hand basin and antiseptic liquid soap dispenser for hand washing
  - sponges, brushes and scourers
  - tea towels
- organisational specifications:
  - equipment manufacturer instructions
  - current commercial stock control procedures and documentation for ordering, monitoring and maintaining stock
  - mise en place lists, menus, standard recipes, and recipes for special dietary requirements
  - ordering and docketing paperwork
  - food safety plans
  - guidelines relating to food disposal, storage and presentation requirements
  - safety data sheets (SDS) for cleaning agents and chemicals
- diverse and comprehensive range of meat products specified in the performance evidence
- industry-realistic ratios of kitchen staff; these can be:
  - staff and customers in an industry workplace during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have achieved the Certificate III in Commercial Cookery or Certificate IV in Commercial Cookery to assess this unit as part of a Certificate III in Commercial Cookery or Certificate IV in Commercial Cookery qualification; and
- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## SITHFAB001 Clean and tidy bar areas

### Modification History

Not applicable.

### Application

This unit describes the performance outcomes, skills and knowledge required to clean bars and public areas, clear and clean glasses, and safely dispose of waste.

The unit applies to any hospitality organisation that operates a bar, including hotels, restaurants, clubs, cafes and wineries.

It applies to people who work with very little independence and under close supervision, including those commonly known as 'bar usefuls'. The unit can also apply to bar attendants.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### Pre-requisite Unit

SITXFSA001 Use hygienic practices for food safety

### Competency Field

Food and Beverage

### Unit Sector

Hospitality

### Elements and Performance Criteria

#### ELEMENTS

Elements describe the essential outcomes

1. Clean bar and equipment.

#### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1.1. Select and prepare cleaning agents and chemicals



- according to work schedule and product instructions.
- 1.2.Clean bar surfaces and equipment according to organisational standards, food safety procedures and with minimum disruption to bar attendants.
  - 1.3.Operate cleaning equipment according to manufacturer instructions.
  - 1.4.Check condition of utensils and glassware during the cleaning process for dirty or damaged items.
  - 1.5.Dispose of broken or chipped service-ware, within scope of responsibility, and report losses according to organisational procedures.
2. Clean and maintain public areas.
    - 2.1.Identify public areas that require cleaning or maintenance and take appropriate action.
    - 2.2.Clear empty and unwanted glasses on a regular basis with minimum disruption to customers.
    - 2.3.Clean and prepare tables and public areas hygienically according to organisational requirements.
    - 2.4.Interact with customers to enhance customer service.
  3. Work safely and reduce negative environmental impacts.
    - 3.1.Use personal protective equipment and safe manual handling techniques when cleaning equipment and premises.
    - 3.2.Use energy, water and other resources efficiently to reduce negative environmental impacts.
    - 3.3.Sort general waste from recyclables and dispose of in designated recycling bins.
    - 3.4.Safely dispose of all bar waste, especially hazardous substances.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

### SKILLS

### DESCRIPTION

- Reading skills to:
- interpret workplace documents and diagrams:
    - cleaning schedules
    - product instructions for cleaning agents and chemicals
    - safety procedures
    - safety data sheets (SDS).
- Numeracy skills to:
- calculate dilution requirements for chemicals and cleaning products.

- Learning skills to:
- locate key information on cleaning products.
- Initiative and enterprise skills to:
- clean in a manner that supports:
    - bar staff by cleaning equipment, service-ware and utensils continuously for their availability during service
    - customer safety.
- Technology skills to:
- use automatic dish and glass washers.

## Unit Mapping Information

SITHFAB101 Clean and tidy bar areas

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITHFAB001 Clean and tidy bar areas

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- clean the following areas and equipment according to applicable cleaning schedules and within required timeframe on three different occasions:
  - public bar areas
  - commercial bar equipment
- demonstrate the following safe work practices while cleaning the above areas and equipment:
  - correct manual-handling techniques when bending, lifting and carrying heavy equipment
  - efficient use of cleaning agents and chemicals to reduce negative environmental impacts
  - correct and environmentally sound disposal methods for bar waste, recyclables and hazardous substances
  - display of appropriate signage during work to ensure safety of staff members and customers.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- different types of cleaning agents and chemicals for bar areas and equipment:
  - automatic dishwasher liquid, powder and/or tablets
  - bleach
  - cleaning agents for specialised surfaces
  - deodorisers
  - dishwashing liquid
  - disinfectants
  - floor cleaners
  - glass cleaner
  - pesticides
  - stainless steel cleaner and polish

- window cleaner
- common commercial bar equipment:
  - beer, wine and post-mix service points
  - blenders
  - cash register and related equipment
  - coffee machines
  - dishwashers
  - food containers for garnishes and chips
  - glass washers
  - glassware
  - ice machines
  - refrigeration equipment
  - service counters
  - utensils
- safe practices for using and storing hazardous substances:
  - chemicals
  - cleaning agents
- appropriate disposal methods for recyclables:
  - glass bottles and jars
  - plastics
  - paper and cardboard
- content of safety data sheets (SDS) for cleaning agents and chemicals and of workplace documents or diagrams that interpret the content of those SDS
- cleaning, sanitising and disinfecting methods for:
  - bar floors, shelves and walls
  - bar equipment, service-ware and utensils
- correct use of the following personal protective equipment when cleaning the areas and equipment specified in the performance evidence:
  - face masks
  - gloves
  - goggles
  - rubber aprons
- safe manual handling techniques for cleaning bar and public areas:
  - bending
  - lifting
  - carrying heavy equipment
- potential dangers associated with inert gases used in beverage dispensing systems, and their impact on staff members and customers
- appropriate signage to be used for areas of restricted access
- environmentally sound methods for using cleaning agents, chemicals, water and energy when cleaning bar surfaces, public areas and equipment:

- their impact on the environment, and minimal impact practices to reduce their use
- disposal methods for the following bar waste:
  - general bar waste
  - hazardous substances
  - recyclable glass, plastic bottles and containers
- safe operational practices using essential functions and features of equipment used to clean bars, public areas and equipment.

## Assessment Conditions

Skills must be demonstrated in an operational commercial bar. This can be:

- an industry workplace
- a simulated industry environment, such as a training bar, café or restaurant serving customers.

Assessment must ensure access to:

- fixtures and large equipment:
  - bar service area
  - cash register and related equipment
  - coffee machines
  - dishwashers
  - glass washer
  - ice machines
  - post-mix dispensing system
  - refrigeration equipment
  - tables and chairs
- small equipment:
  - bar towels
  - bar tray
  - blenders
  - coasters
  - food containers for garnishes
  - glassware
  - signage used for areas of restricted access
  - utensils:
    - small knives
    - nip measures
    - tongs
    - spoons: bar spoons and teaspoons
- cleaning materials and equipment to clean bars, public areas and equipment:

- cleaning cloths
- commercial cleaning and sanitising agents and chemicals for cleaning bar areas and equipment
- dishwashers
- dustpans and brooms
- garbage bins and bags
- hand towel dispenser and hand towels
- mops and buckets
- personal protective equipment
- separate hand basin and antiseptic liquid soap dispenser for hand washing
- sponges, brushes and scourers
- tea towels
- organisational specifications:
  - standards of presentation for the premises
  - cleaning schedules
  - equipment manufacturer instructions
  - SDS for cleaning agents and chemicals or plain English workplace documents or diagrams that interpret the content of SDS.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# SITHFAB002 Provide responsible service of alcohol

## Modification History

| Version                             | Comments   |
|-------------------------------------|--|
| Release 1.0 updated on 2 March 2023 | Minor changes to Knowledge Evidence in Assessment Requirements |

## Application

This unit describes the performance outcomes, skills and knowledge required to responsibly sell or serve alcohol.

Responsible practices must be undertaken wherever alcohol is sold or served, including where alcohol samples are served during on-site product tastings. This unit, therefore, applies to any workplace where alcohol is sold or served, including all types of hospitality venues, packaged liquor outlets and wineries, breweries and distilleries.

The unit applies to all levels of sales personnel involved in the sale, service and promotional service of alcohol in licensed premises. Those selling or serving alcohol may include food and beverage attendants; packaged liquor sales persons selling in person, over the phone or online; winery, brewery and distillery cellar door staff; and supplier sales representatives. The unit also applies to security staff who monitor customer behaviour and to the licensee who is ultimately responsible for responsible service of alcohol (RSA) management.

The unit incorporates the knowledge requirements, under state and territory liquor licensing law, for employees engaged in the sale or service of alcohol.

Certification requirements differ across states and territories. In some cases all people involved in the sale, service and promotional service of alcohol in licensed premises must be certified in this unit. This can include the licensee and security staff.

This unit covers the RSA skill and knowledge requirements common to all States and Territories. Some legislative requirements and knowledge will differ across borders. In some cases after completion of this unit, state and territory liquor authorities require candidates to complete a bridging course to address these specific differences.

Those developing training to support this unit must consult the relevant state or territory liquor licensing authority to determine any accreditation arrangements for courses, trainers and assessors.

## Pre-requisite Unit

Nil

## Competency Field

Food and Beverage

## Unit Sector

Hospitality

## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential outcomes.

1. Sell or serve alcohol responsibly.
2. Assist customers to drink within appropriate limits.

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Sell or serve alcohol according to provisions of relevant state or territory legislation, licensing requirements and responsible service of alcohol principles.
- 1.2. Where appropriate, request and obtain acceptable proof of age prior to sale or service.
- 1.3. Provide accurate information to customers on alcoholic beverages according to organisation or house policy and government legislation.
- 1.4. Assist customers with information on the range of non-alcoholic beverages available for purchase.
- 1.5. Identify issues related to the sale or service of alcohol to different types of customers, especially those at risk, and incorporate them into sales or service.
- 2.1. Prepare and serve standard drinks or samples according to industry requirements and professional standards.
- 2.2. Use a professional manner to encourage customers to drink within appropriate limits.
- 2.3. Recognise erratic drinking patterns as an early sign of possible intoxication and take appropriate action.
- 2.4. Monitor emotional and physical state of customers for



- signs of intoxication and effects of illicit or other drug use.
- 2.5. Where appropriate, offer food and non-alcoholic beverages.
  - 2.6. Decline requests for alcohol to be dispensed in a manner that is irresponsible and advise customers of the reasons for the refusal.
3. Assess alcohol affected customers and identify those to whom sale or service must be refused.
    - 3.1. Assess intoxication levels of customers using appropriate methods.
    - 3.2. When assessing intoxication, take into account factors that may affect individual responses to alcohol.
    - 3.3. Identify customers to whom sale or service must be refused according to state and territory legislation.
  4. Refuse to provide alcohol.
    - 4.1. Refuse sale or service in a professional manner, state reasons for the refusal, and where appropriate point out signage.
    - 4.2. Provide appropriate assistance to customers when refusing service.
    - 4.3. Where appropriate, give customers a verbal warning and ask them to leave the premises according to organisational or house requirements, the specific situation, and provisions of state or territory legislation and regulations.
    - 4.4. Use appropriate communication and conflict resolution skills to handle difficult situations.
    - 4.5. Refer difficult situations beyond the scope of own responsibility to the appropriate person.
    - 4.6. Promptly identify situations that pose a threat to the safety or security of colleagues, customers or property, and seek assistance from appropriate colleagues according to organisational policy.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

### SKILLS

### DESCRIPTION

- Reading skills to:
- read at times complex information in:
    - general regulatory and advisory information issued by local, or state and territory liquor licensing authorities
    - in house policies and procedures
    - specific provisions of relevant state or territory legislation and

- licensing requirements
- read a range of identification (ID) and proof of age documents, statutory signage, and warning signs and wording within in house policies and procedures.
- Oral communication skills to:
- provide complex information on responsible service of alcohol laws in a way that is easily understandable for customers
  - speak firmly and clearly with intoxicated customers in a manner that de-escalates conflict.
- Numeracy skills to:
- measure and calculate standard drinks or samples
  - determine customer's age from date of birth on ID and proof of age documents.
- Learning skills to:
- source relevant information on laws, regulations and codes of practice or conduct relating to responsible service of alcohol and continuously update knowledge of changes in that information.
- Teamwork skills to:
- share customer information with team members to ensure proper responsible service of alcohol practices within the organisation.
- Self-management skills to:
- deal with hostile and uncooperative customers in a professional manner and in line with organisational procedures.

## Unit Mapping Information

SITHFAB201 Provide responsible service of alcohol

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITHFAB002 Provide responsible service of alcohol

## Modification History

| Version                             | Comments   |
|-------------------------------------|--|
| Release 1.0 updated on 2 March 2023 | Minor changes to Knowledge Evidence in Assessment Requirements |

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- interpret the legal requirements for responsible sale or service of alcohol for the local state or territory law
- document organisational policies and procedures that must be followed for the responsible sale or service of alcohol
- identify at least three early indicators of intoxication and identify suitable intervention strategies to prevent intoxication
- demonstrate procedure to refuse sale or service of alcohol and assist each of the following groups of intoxicated customers:
  - those in emotional or physical distress
  - those with no food consumption during extended service of alcohol
  - those who appear to be under the effect of illicit substances or other drugs
- demonstrate organisational or house requirements and use effective communication and conflict-resolution skills when asking the following different intoxicated customers to leave the premises:
  - one compliant customer
  - one difficult customer refusing to leave.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- public interest reasons for implementing responsible service of alcohol (RSA) practices:
  - government and community concern with alcohol misuse and abuse
  - alcohol-impaired driving accidents, crime, public violence, family violence and anti social behaviour associated with alcohol abuse
- ways of assessing intoxication:

- observing changes in behaviour
- observing emotional and physical state
- monitoring noise levels and drink purchases
- customers to whom sale or service must be refused according to state and territory legislation:
  - minors and those purchasing on behalf of minors
  - intoxicated persons
  - persons affected by the consumption of illicit and other drugs
- impact of excessive drinking on:
  - local neighbourhood and community
  - the night-time economy
  - premises and staff
  - customers
  - particular types of customers who are at heightened risk:
    - minors
    - people affected by the consumption of illicit and other drugs
    - women, particularly pregnant women
    - young people
  - physical and mental health of individuals who drink to excess
  - productivity of individuals who drink to excess
  - those around the person drinking to excess:
    - family
    - friends
    - colleagues
  - government agencies:
    - local police
    - health facilities
    - road authorities
    - local councils
- key agencies and how to source relevant information on laws, regulations and codes of practice or conduct
- methods of supplying information on responsible sale or service of alcohol to customers:
  - use of fact sheets and advertising material that comply with legislative requirements
  - use of mandatory signage
  - verbally
  - websites
- current promotional and strategic community education campaigns developed and conducted by agencies and industry groups
- effects of alcohol on:
  - emotional state

- health
- physical alertness
- factors that affect individual responses to alcohol:
  - food consumption
  - gender
  - general health
  - rate of consumption
  - other substances taken
  - weight
- time for effects of alcohol to be registered
- what constitutes a standard drink for different beverage types and acceptable measures of alcohol:
  - types and strengths of standard drinks
  - alcoholic percentages of a range of frequently sold alcoholic beverages
- indicators of erratic drinking patterns:
  - mixing a wide range of drink types
  - drinking quickly and asking for more immediately
  - ordering more than one drink for own consumption
  - mixing alcohol consumption with consumption of prescription or illicit drugs
  - consistently returning to the tasting site to request more samples
  - ordering multiple samples
  - ordering large samples
  - ordering 'triple shots' or extra-large drinks
- ways of assessing customers affected by the consumption of illicit and other drugs
- communications methods used when refusing service:
  - using open and non-aggressive body language
  - using a number of strategies to defuse a situation:
    - taking the person away from an audience
    - blaming the refusal on 'the law'
  - monitoring the reactions of other customers
  - picking early warning signs and intervening before the person is intoxicated
  - not using physical touch or body language
  - remaining calm and using tactful language
- appropriate means of assistance to be offered when refusing service:
  - assisting the customer to connect with their designated driver
  - offering alternatives to alcohol:
    - food
    - non-alcoholic drinks
  - organising transport for customers wishing to leave
  - providing information on taxis

- principles of responsible delivery of packaged liquor:
  - ensuring adequate instruction to person delivering liquor
  - seeking proof that the delivery is being received by a person over the age of 18
  - procedures for delivering alcohol to an unoccupied premises
- principles of responsible service of alcohol, and their purpose and benefits
- principles of harm minimisation and community safety described in the jurisdiction's liquor legislation
- strategies to minimise the harm associated with liquor abuse:
  - those laid down in legislation and codes of conduct developed by government agencies and industry groups
  - organisational policies that are designed to reduce the harm associated with liquor abuse
- key provisions of liquor laws and regulations at a depth relevant to the scope of job responsibility in licensed premises and the following general requirements of liquor legislation and information that must be customised for each State or Territory:
  - legislative definition of intoxication; intoxicated person and unduly intoxicated
  - role of individual staff members and supervisors or managers in providing responsible service of alcohol, and seller or server duty of care and liability
  - requirement to adopt and use statutory signage on the premises for the entire range of circumstances applicable to the organisation
  - requirements for mandatory content of warning signs and wording in advertising or promotional material of any form
  - requirements relating to the remote sale and delivery of alcohol sales generated via the telephone, fax, email, internet or mail
  - requirements for proof of age and obligations to minors under local legislation
  - provisions for retaining and reporting falsified proof of age documents
  - provisions for requiring someone to leave the premises
  - transportation options for customers who have been removed from the premises
  - procedures for barring customers from premises
  - opening and closing hour provisions
  - requirements for monitoring noise and disturbances in and around licensed premises
  - requirements described by an in house policy, standard or code of practice or conduct for patrons and RSA staff in regard to responsible serving principles adopted by venue management
  - organisational training and training record keeping requirements to maintain currency in RSA certification
  - products that are banned or undesirable when responsibly selling or serving alcohol
  - personal and business implications of breaching any laws, regulations, government or industry-driven codes of practice or conduct
  - offences relating to the sale or service of alcohol and ramifications of non-compliance with the law and industry codes for the organisation, licensee and individual staff members

- legal restrictions on alcohol use customised to state or territory legislation
- intoxication provisions of liquor licensing laws
- legal drink and drive limits customised to state or territory legislation
- organisation specific policies and procedures for the responsible sale or service of alcohol.

## Assessment Conditions

Skills must be demonstrated in an operational hospitality environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- measures used to serve standard drinks or samples
- organisation specifications:
  - signage:
    - signs that comply with wording required by legislation
    - standard promotional signs issued by the relevant state or territory licensing authority
    - warning notices within any form of advertising
  - information and plain English fact sheets distributed by government regulators and industry bodies
  - contact information on taxis and available transport options for intoxicated customers
- industry-realistic range of customers to whom alcohol is sold or served; these can be:
  - customers in an industry workplace during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# SITHFAB003 Operate a bar

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to prepare a bar for service, take drink orders, prepare and serve alcoholic and non-alcoholic beverages and close the bar down. Customer service and selling skills are found in other units.

The unit applies to any hospitality organisation that operates a bar, including hotels, restaurants, clubs, cafes, and wineries.

The unit applies to bar attendants who operate with some level of independence and under limited supervision.

The sale and service of alcohol is subject to the provisions of liquor legislation law in each state and territory of Australia. Skills and knowledge for compliance with this law are covered by the prerequisite unit SITHFAB002 Provide responsible service of alcohol.

## Pre-requisite Unit

SITHFAB002 Provide responsible service of alcohol

SITXFSA001 Use hygienic practices for food safety

## Competency Field

Food and Beverage

## Unit Sector

Hospitality

## Elements and Performance Criteria

### ELEMENTS

Elements describe the

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to



- essential outcomes. demonstrate achievement of the element.
1. Prepare bar for service.
    - 1.1. Set up bar display and work area according to regulatory standards, organisational procedures and style of bar service.
    - 1.2. Check and restock bar products and materials and complete documentation.
    - 1.3. Store all items in correct place and at correct temperature.
    - 1.4. Complete mise en place requirements for decorations, coasters and edible and non-edible garnishes in line with organisational standards.
  2. Take drink orders.
    - 2.1. Take orders, note or memorise them correctly.
    - 2.2. Check and identify specific customer preferences.
    - 2.3. Make recommendations and suggestions to assist customers with drink selection and promote or upsell products.
    - 2.4. Receive and process customer payments.
  3. Prepare and serve drinks.
    - 3.1. Prepare alcoholic and non-alcoholic beverages according to standards, legal requirements and organisational procedures, using the correct equipment, ingredients and standard measures.
    - 3.2. Serve drinks using appropriate glassware and garnishes.
    - 3.3. Minimise wastage and spillage when preparing drinks.
    - 3.4. Check beverage quality during service and take corrective action when required.
    - 3.5. Where appropriate, report beverage quality issues promptly to the appropriate person.
    - 3.6. Provide tray service where appropriate, according to organisational procedures.
    - 3.7. Attend to spillages and breakages promptly and safely.
  4. Close down bar operations.
    - 4.1. Shut down equipment according to organisational safety procedures and manufacturer instructions.
    - 4.2. Clear, clean or dismantle bar areas according to organisational procedures.
    - 4.3. Store leftover garnishes at the correct temperature and according to food safety requirements.
    - 4.4. Check and reorder stock according to organisational procedures.
    - 4.5. Set up bar correctly for next service, ensuring equipment, stock and glasses are in the correct place.
    - 4.6. Conduct a handover to incoming bar staff and share relevant information where appropriate.
  5. Work safely and reduce negative environmental impacts.
    - 5.1. Use safe work practices of specific relevance to bar operations.
    - 5.2. Use energy, water and other resources efficiently when

operating and cleaning the bar to reduce negative environmental impacts.

5.3. Recycle any glass and plastic bottles and containers.

5.4. Safely dispose of all waste and hazardous substances to minimise negative environmental impacts.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| SKILLS                             | DESCRIPTION  |
|------------------------------------|--|
| Reading skills to:                 | <ul style="list-style-type: none"> <li>read product information in bar menus, brochures, price lists and promotional materials</li> <li>interpret at times complex information in Australian standards and organisational procedures</li> <li>follow recipe cards to create unfamiliar beverage orders.</li> </ul> |
| Writing skills to:                 | <ul style="list-style-type: none"> <li>record basic records of bar restocks and stock orders.</li> </ul>   |
| Oral communication skills to:      | <ul style="list-style-type: none"> <li>use active listening and open and closed probe questioning to determine customer preferences</li> <li>provide clear and accurate information on products tailored to the customer.</li> </ul>   |
| Numeracy skills to:                | <ul style="list-style-type: none"> <li>calculate ingredient quantities when preparing beverages</li> <li>calculate the cost of transactions and provide correct change.</li> </ul>   |
| Teamwork skills to:                | <ul style="list-style-type: none"> <li>provide operational and customer information to other bar staff during the service period and at handover.</li> </ul>   |
| Planning and organising skills to: | <ul style="list-style-type: none"> <li>sequence the preparation of beverage items to efficiently serve customers.</li> </ul>   |
| Self-management skills to:         | <ul style="list-style-type: none"> <li>manage own speed, timing and productivity.</li> </ul>   |
| Technology skills to:              | <ul style="list-style-type: none"> <li>use electronic ordering and payment system.</li> </ul>  |

## Unit Mapping Information

SITHFAB202 Operate a bar

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITHFAB003 Operate a bar

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- safely and efficiently set up, operate and close down a bar over at least three different service periods, including at least one peak service period
- prepare alcoholic and non-alcoholic beverages that meet customer requests within required timeframe during the above service periods
- use the correct equipment, ingredients and standard measures to prepare the above alcoholic and non-alcoholic beverages
- interact with a diverse range of customers during the above service periods, determining their preferences and offering suitable products in a clear and professional manner.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- different types of bars and bar service for different industry sectors and those relevant to events and functions
- meaning and role of mise en place for the service of alcoholic beverages
- organisational procedures for operating the bar:
  - display stock and ancillary bar products
  - mise en place requirements for bar products
  - presentation of beverages
  - procedures for opening and closing the bar
  - procedures for reordering stock
- items requirements for set-up of bar:
  - a variety of mixed drinks
  - beers
  - edible and non-edible garnishes and accompaniments
  - fortified drinks
  - manual and electronic cash registers
  - credit and electronic funds transfer at point of sale (EFTPOS) equipment
  - non-alcoholic beverages
  - spirits

- wines
- major types of beverages, their characteristics, preparation and service:
  - mixed drinks
  - basic and popular cocktails
  - beers
  - fortified drinks
  - non-alcoholic beverages
  - spirits
  - wines
- requirements and procedures for different types of bar service:
  - cash drinks
  - dry till
  - inclusive packages
  - open bar
  - pre-set drinks
  - set limits
- available options to meet specific customer preferences relating to:
  - brand
  - garnishes
  - glassware
  - ice
  - mixers
  - strength
  - temperature
- operational features, safety and hygiene issues for the following bar equipment:
  - dispensing systems
  - glass-washers
  - ice machines
  - refrigeration
- organisational procedures for noting relevant information during handover duties on completion of shift:
  - current customer information:
    - drink preferences
    - problems arising with customers during the shift
  - issues relating to beverage quality
  - stock requirements
- safety issues and safe work practices of specific relevance to bar operations:
  - overview knowledge of AS5034 Installation and use of inert gases for beverage dispensing
  - access to restricted areas containing inert gas equipment

- specific dangers of inert gases used in beer and post-mix systems, how they apply in different hospitality environments and the measures required to ensure worker and customer safety
- issues and requirements around the types of chemicals used in bar operations
- requirements for appropriate signage of areas where gases and chemicals are used
- scope of responsibilities of different workers and contractors for bar equipment
- safe manual handling techniques
- environmentally sound methods to use cleaning agents and equipment, water and energy when operating a bar, the impact of these on the environment, and minimal impact practices to reduce their use
- correct and environmentally sound disposal methods for bar waste:
  - hazardous substances
  - recyclable glass
  - plastic bottles and containers.

## Assessment Conditions

Skills must be demonstrated in an operational commercial bar. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- fixtures and large equipment:
  - bar service area
  - cashiering facilities:
    - electric cash register
    - credit card
    - EFTPOS facilities
  - coffee and tea making equipment
  - glass washer
  - ice:
    - crusher
    - maker
    - shaver
    - grinder
  - post-mix dispensing system
  - refrigerator
  - reticulated beer dispensing system
  - storage area for glassware and drinks
  - water supply

- small equipment:
  - bar towels
  - blenders
  - coasters
  - coffee and tea service-ware
  - cutting boards
  - garnish containers
  - ice buckets
  - jugs
  - juicers
  - napkins
  - powder shakers
  - pourers:
    - speed
    - optic
    - inverted optic
    - nip measures
  - utensils:
    - small knives
    - tongs
    - spoons:
      - bar spoons
      - teaspoons
    - range of glassware:
      - highball glasses
      - liqueur and liqueur coffee glasses
      - old fashioned glasses
      - beer glasses
      - red wine, white wine, champagne flute, brandy, sherry and port glasses
      - water glasses
    - service trays and liners
    - straws, swizzle sticks and toothpicks
    - waiter's friend
- stock:
  - edible and non-edible garnishes and accompaniments
  - ice
  - wide commercial range of:
    - bottled mixers
    - bottled and canned beers
    - liqueurs

- wines
- basic spirits
- wide commercial range of non-alcoholic beverages:
  - tea
  - coffee
  - carbonated drinks
  - juices
- cleaning materials and equipment:
  - cleaning cloths
  - commercial cleaning and sanitising agents and chemicals for cleaning bar areas and equipment
  - dishwashers
  - dustpans and brooms
  - garbage bins and bags
  - hand towel dispenser and hand towels
  - mops and buckets
  - separate hand basin and antiseptic liquid soap dispenser for hand washing
  - sponges, brushes and scourers
  - tea towels
- organisational specifications:
  - equipment manufacturer instructions
  - cleaning schedules
  - bar menus
  - cocktail menus
  - standard recipes, preparation methods and presentation standards for cocktails
  - wine lists
  - price lists
  - retail promotional materials
  - safety data sheets (SDS) for cleaning agents and chemicals or plain English workplace documents or diagrams that interpret the content of SDS
- industry-realistic ratio of bar staff to customers; these can be:
  - customers in an industry workplace during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.



## Links

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## **SITHFAB004 Prepare and serve non-alcoholic beverages**

### **Modification History**

Not applicable.

### **Application**

This unit describes the performance outcomes, skills and knowledge required to prepare and serve a range of teas, non-espreso coffees and other non-alcoholic beverages. It requires the ability to select ingredients and equipment and to use a range of methods to make and present drinks.

It does not include making espreso coffee beverages, which is covered in SITHFAB005 Prepare and serve espreso coffee.

This unit applies to any hospitality organisation that serves coffee, tea and other non-alcoholic beverages, including cafes, restaurants, bars, clubs, and function and event venues.

The unit applies to kitchen staff and operational food and beverage attendants who work with very little independence and under the guidance of others.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### **Pre-requisite Unit**

SITXFSA001 Use hygienic practices for food safety

### **Competency Field**

Food and Beverage

### **Unit Sector**

Hospitality

## Elements and Performance Criteria

### ELEMENTS

### PERFORMANCE CRITERIA

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1. Select ingredients.</li> <li>2. Select, prepare and use equipment.</li> <li>3. Prepare non-alcoholic beverages.</li> <li>4. Serve non-alcoholic beverages.</li> </ol> | <ol style="list-style-type: none"> <li>1.1. Check and identify specific customer preferences for beverages on order.</li> <li>1.2. Identify and obtain correct ingredients for non-alcoholic drinks.</li> <li>2.1. Select equipment of correct type and size.</li> <li>2.2. Safely assemble and ensure cleanliness of equipment before use.</li> <li>2.3. Use equipment safely and hygienically according to manufacturer instructions.</li> <li>3.1. Prepare beverages using appropriate methods and standard recipes to meet customer requests.</li> <li>3.2. Ensure correct and consistent strength, taste, temperature and appearance for each beverage prepared.</li> <li>3.3. Minimise waste to maximise profitability of beverages produced.</li> <li>4.1. Present beverages attractively in appropriate crockery or glassware with accompaniments and garnishes according to organisational procedures.</li> <li>4.2. Evaluate presentation of beverages and make adjustments before serving.</li> </ol> |
|---|--|

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

### SKILLS

### DESCRIPTION

- |                                    |   |
|------------------------------------|---|
| Reading skills to:                 | <ul style="list-style-type: none"> <li>• read manufacturer instructions to determine correct use and maintenance requirements of equipment.</li> </ul>                        |
| Oral communication skills to:      | <ul style="list-style-type: none"> <li>• use active listening and open and closed probe questioning to determine customer preferences and offer suitable products.</li> </ul> |
| Numeracy skills to:                | <ul style="list-style-type: none"> <li>• calculate and measure ingredient quantities for the preparation of beverages.</li> </ul>   |
| Planning and organising skills to: | <ul style="list-style-type: none"> <li>• sequence the preparation of beverages to efficiently serve customers.</li> </ul>   |
| Self-management skills             | <ul style="list-style-type: none"> <li>• manage own speed, timing and productivity.</li> </ul>  |

to:

Technology skills to: 

- use equipment for the preparation of non-alcoholic beverages.

## **Unit Mapping Information**

SITHFAB203 Prepare and serve non-alcoholic beverages

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITHFAB004 Prepare and serve non-alcoholic beverages

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- prepare and present non-alcoholic beverages to meet different customer requests, over a minimum of three different service periods, including at least one peak service period
- prepare and present at least six different non-alcoholic beverages from the following list on three occasions each:
  - carbonated drinks
  - children's specialty drinks
  - non-espreso coffees
  - cordials and syrups
  - flavoured milks
  - frappés
  - freshly squeezed juices
  - health drinks
  - hot chocolate
  - iced chocolate or coffee
  - milkshakes
  - mocktails
  - smoothies
  - teas
- prepare above non-alcoholic beverages within commercial timeframes and with consistent quality, volume and appearance and in line with organisational procedures
- use the correct equipment, ingredients and standard measures in preparing the above beverages.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- culinary terms for and characteristics of ingredients commonly used to produce non-alcoholic beverages specified in the performance evidence

- major types and characteristics of non-espresso coffees, teas and other non-alcoholic beverages specified in performance evidence
- preparation methods of non-espresso coffees, teas and other non-alcoholic beverages:
  - blending
  - brewing
  - juicing
  - mixing
  - plunging
  - shaking
- organisational procedures suitable to beverages specified in the performance evidence in relation to:
  - glassware and crockery used for presentation
  - garnishes and accompaniments used to enhance beverages
- range of options to meet specific customer preferences relating to:
  - brand
  - garnishes
  - glassware
  - ice
  - mixers
  - strength
  - temperature
- safe operational practices using essential functions and features of equipment used to produce the non-alcoholic beverages specified in the performance evidence
- dangers of inert gases used in post-mix dispensing systems and the measures required to ensure worker and customer safety.

## Assessment Conditions

Skills must be demonstrated in an operational food and beverage outlet. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- fixtures and large equipment:
  - fridges
- small equipment:
  - blenders
  - coffee:
    - percolators and urns
    - drip filter systems

- plungers
- juicers
- milk and sugar containers
- milkshake machines
- standard range of glassware and service-ware for the service of non-alcoholic beverages specified in the performance evidence
- tea and coffee making facilities and equipment
- water jugs
- stock:
  - condiments, garnishes and accompaniments
  - ice
  - wide commercial range of non-alcoholic beverages:
    - tea
    - coffee
    - carbonated drinks
    - juices
- cleaning materials and equipment:
  - cleaning cloths
  - commercial cleaning and sanitising agents and chemicals for cleaning bar areas and equipment
  - dishwashers
  - dustpans and brooms
  - garbage bins and bags
  - hand towel dispenser and hand towels
  - mops and buckets
  - separate hand basin and antiseptic liquid soap dispenser for hand washing
  - sponges, brushes and scourers
  - tea towels
- organisational specifications:
  - equipment manufacturer instructions
  - beverage menus
  - standard recipes for non-alcoholic beverages currently used by the hospitality industry
  - price lists
  - retail promotional materials
  - safety data sheets (SDS) for cleaning agents and chemicals or plain English workplace documents or diagrams that interpret the content of SDS
- industry-realistic ratio of staff of customers; these can be:
  - customers in an industry workplace during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>



# SITHFAB005 Prepare and serve espresso coffee

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to extract and serve espresso coffee beverages using commercial espresso machines and grinders. It requires the ability to advise customers on coffee beverages, select and grind coffee beans, prepare and assess espresso coffee beverages and to use, maintain and clean espresso machines and grinders. Complex repairs of equipment would be referred to specialist service technicians.

Preparation of coffee beverages using other methods is covered in SITHFAB004 Prepare and serve non-alcoholic beverages.

This unit applies to any hospitality organisation that serves espresso coffee beverages, including cafes, restaurants, bars, clubs, function and event venues.

It applies to espresso machine operators who operate with some level of independence and under limited supervision.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## Pre-requisite Unit

SITXFSA001 Use hygienic practices for food safety

## Competency Field

Food and Beverage

## Unit Sector

Hospitality

## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential outcomes.

1. Organise coffee workstation.
2. Select and grind coffee beans.
3. Advise customers and take espresso coffee orders.
4. Extract and monitor quality of espresso.
5. Undertake milk texturing process.

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Complete mise en place for coffee service to enable efficient work flow and easy access to ingredients, equipment, and service-ware.
- 1.2. Place ingredients in correct containers and conditions to maintain freshness.
- 1.3. Prepare espresso machine and grinder for service according to manufacturer instructions.
- 2.1. Select coffee beans and grind to appropriate particle size according to relevant factors.
- 2.2. Complete test extractions before service to ensure correct particle size of grind, and assess and adjust according to relevant factors.
- 2.3. Adjust grind regularly throughout the service period according to relevant factors.
- 2.4. Monitor efficiency of grinder for correct dose and grind during use, and resolve or report issues.
- 2.5. Clean grinder as required during or after the service period.
- 3.1. Provide information and recommendations about types of coffee beverages and accompaniments.
- 3.2. Identify customer preferences and take orders.
- 4.1. Select and prepare appropriate service-ware.
- 4.2. Select correct filter basket and clean, dry and dose it with required amount of ground coffee.
- 4.3. Tamp ground coffee to make even and level cake.
- 4.4. Flush group head before attaching group handle to extract espresso.
- 4.5. Monitor quality of extraction during service period and make adjustments.
- 4.6. Monitor efficiency of espresso machine during service, and resolve or report issues.
- 5.1. Select cold milk and appropriate milk foaming jug to fulfil customer orders.
- 5.2. Purge the steam wand every time before texturing.
- 5.3. Texture milk according to type of milk and coffee beverage.
- 5.4. Visually and aurally monitor and adjust the texture and temperature.

- 5.5.Clean the steam wand on the outside and purge every time after texturing.
- 5.6.Combine foam and milk through swirling, ensuring even consistency.
- 5.7.Pour milk immediately after swirling, according to the coffee beverage.
- 6. Serve espresso coffee beverages.
  - 6.1.Present coffee beverages attractively and without drips and spills.
  - 6.2.Serve coffee beverages promptly at the required temperature and with appropriate accompaniments.
  - 6.3.Minimise waste to maximise profitability of beverages produced.
- 7. Clean espresso equipment.
  - 7.1.Clean espresso machine and equipment thoroughly and safely according to organisational procedures and manufacturer instructions.
  - 7.2.Maintain water filtration system according to organisational procedures.
  - 7.3.Refer faults and maintenance issues requiring technical specialists to supervisor.
  - 7.4.Use energy and water resources efficiently when preparing coffee beverages and cleaning to reduce negative environmental impacts.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| <b>SKILLS</b>                 | <b>DESCRIPTION</b>   |
|-------------------------------|--|
| Reading skills to:            | <ul style="list-style-type: none"> <li>• interpret organisational documents or diagrams that relate to:               <ul style="list-style-type: none"> <li>• safety data sheets (SDS) and product instructions for cleaning chemicals</li> <li>• organisational procedures for operating, cleaning and maintaining equipment</li> </ul> </li> <li>• read beverage menus and standard recipes for espresso coffee beverages.</li> </ul> |
| Writing skills to:            | <ul style="list-style-type: none"> <li>• write orders and basic notes on customer preferences.</li> </ul>  |
| Oral communication skills to: | <ul style="list-style-type: none"> <li>• use active listening and open and closed probe questioning to determine customer preferences and offer suitable products.</li> </ul>  |

- Numeracy skills to:
- visually estimate amounts of milk and make adjustments to doses of ground coffee.
- Problem-solving skills to:
- identify deficiencies in espresso extraction and make adjustments to ensure a quality product
  - monitor operational efficiency of espresso machine and adjust use during coffee beverage preparation.
- Planning and organising skills to:
- sequence the preparation of beverages and their components to efficiently serve customers.
- Technology skills to:
- use coffee grinders and espresso machines, identifying faults and maintenance issues as they arise.

## Unit Mapping Information

SITHFAB204 Prepare and serve espresso coffee

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITHFAB005 Prepare and serve espresso coffee

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- prepare and present each of the following espresso-based coffee beverages on three different occasions within commercial timeframes:
  - caffè latte
  - cappuccino
  - espresso (short black)
  - flat white
  - long black
  - piccolo latte
  - mocha
  - ristretto
  - short and long macchiato
- monitor quality indicators for extraction as listed in the knowledge evidence during preparation of the above espresso coffee beverages and make adjustments to restore extraction to required standard
- present the above espresso coffee beverages and accompaniments demonstrating consistency and quality of:
  - appearance
  - aroma
  - body
  - crema on top of the espresso
  - flavour
  - taste
  - strength
  - volume
- use the correct equipment, ingredients and measures to prepare the above espresso coffee beverages.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- major types and characteristics of espresso coffee beverages specified in the performance evidence
- different types of milk, their characteristics and uses for different types of coffee beverages
- characteristics of different types of beans, blends and roasts
- mise en place requirements for preparing coffee beverages
- methods and techniques for preparing and serving espresso coffee beverages:
  - grinding coffee beans
  - measuring dose by sight, electronically, manually and mechanically
  - tamping
  - extracting espresso
  - texturing milk
  - sequencing orders for the preparation of coffee beverages
- quality indicators for espresso coffee extraction:
  - changes in colour of crema
  - changes in flow texture
  - cake of used ground coffee
  - water pressure during extraction
- available options to meet specific customer preferences relating to:
  - accompaniments
  - blends
  - service-ware
  - strength
  - sweeteners
  - type of:
    - beans
    - milk
- factors relevant to quality of espresso coffee:
  - ambient humidity
  - consistency of used coffee grounds
  - crema on top of the espresso
  - quality and rate of espresso flow
  - steam pressure during foaming and steaming of milk
  - taste
- extraction rates for the different espresso coffee beverages specified in the performance evidence

- how and when adjustments are required to the following to ensure quality of espresso coffee:
  - dose
  - grind
  - tamping technique
  - water flow
  - water pressure
- organisational procedures and industry standards for:
  - service-ware used for espresso coffee beverage presentation
  - accompaniments used to enhance beverages
  - presentation of beverages:
    - latte art
- appropriate environmental conditions for storing coffee beans, ground coffee, milk and other ingredients to:
  - ensure food safety
  - optimise shelf life
- essential features and functions of different espresso machines and grinders used to prepare espresso coffee beverages:
  - sizes and types of filter baskets and tampers
  - purging the steam wand
  - flushing the group head
  - cleaning and maintenance methods and procedures
  - symptoms of faults in espresso machines and grinders
  - safe operational practices and dangers of working with steam
- basic maintenance and cleaning methods for espresso grinders, machines and equipment:
  - back flushing the machine
  - brushing out doser chamber
  - pouring hot water to clean drainage pipes
  - using correct and environmentally sound disposal methods for coffee making waste
  - washing drip trays
  - washing and drying:
    - bean hopper
    - group handle and filter basket
  - wiping down entire machine
  - wiping outside of steam wand and nozzle and purging inside with steam
- content of safety data sheets (SDS) for cleaning agents and chemicals, or workplace documents or diagrams that interpret the content of SDS.

## Assessment Conditions

Skills must be demonstrated in an operational food and beverage outlet. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- fixtures and large equipment:
  - workstation with industry current commercial grade espresso machine and coffee grinders
  - bins or knock boxes for used coffee grounds
  - storage bins
- small equipment:
  - blind or blank filter basket
  - cleaning brushes
  - colour coded cleaning cloths
  - flat edge implement for levelling off dosed filter basket
  - measuring equipment:
    - stopwatch or timer
    - thermometer
  - milk foaming jugs
  - napkins
  - powder shakers
  - service trays
  - spoons and stirrers
  - straws
  - service-ware for different types of coffee beverages:
    - cups: espresso and standard
    - saucers
    - mugs
    - glasses
    - take-away coffee cups and lids
    - take-away cardboard trays
  - tamp mats
  - tampers
- stock:
  - commercial range of coffee beans, ground coffee and other ingredients and accompaniments
- organisational specifications:
  - equipment manufacturer instructions
  - cleaning and maintenance procedures for espresso coffee machines and grinders
  - commercial beverage menus



- organisational procedures and industry standards for presenting espresso coffee beverages
- price lists
- standard recipes for coffee beverages currently used by the hospitality industry
- SDS for cleaning chemicals or plain English workplace documents or diagrams that interpret the content of SDS
- industry-realistic ratio of staff to customers; these can be:
  - customers in an industry workplace during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## SITHFAB006 Provide room service

### Modification History

Not applicable.

### Application

This unit describes the performance outcomes, skills and knowledge required to provide room service in accommodation establishments. It requires the ability to take orders, set up room service trolleys, deliver meals, process accounts and clear used meal service items.

The unit applies to all hospitality organisations where room service is provided, including hotels, motels and bed and breakfasts.

It applies to kitchen staff and operational food and beverage attendants who work with very little independence and under the guidance of others. It can also apply to front office personnel.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### Pre-requisite Unit

SITXFSA001 Use hygienic practices for food safety

### Competency Field

Food and Beverage

### Unit Sector

Hospitality

### Elements and Performance Criteria

#### ELEMENTS

Elements describe the essential outcomes.

#### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Take and process room service orders.
  - 1.1. Answer telephone promptly and courteously according to organisational customer service standards.
  - 1.2. Check guest name and use throughout the interaction.
  - 1.3. Provide information, record room service order and room number and check with guests for accuracy.
  - 1.4. Use suggestive selling techniques to maximise sale.
  - 1.5. Advise guests of approximate time for delivery.
  - 1.6. Interpret room service orders received from doorknob docketts.
  - 1.7. Transfer orders promptly to the appropriate location for preparation.
2. Set up trays and trolleys.
  - 2.1. Select and prepare room service equipment and check for cleanliness and damage.
  - 2.2. Set up trays and trolleys according to organisational standards and the type of meal, and check for balance and safety.
  - 2.3. Collect all prepared meals and beverages promptly and in correct service order.
  - 2.4. Check prepared meals against the order and meal items for correct temperature.
3. Present room service meals and beverages to guests.
  - 3.1. Request entry to guest room according to organisational procedures.
  - 3.2. Consult guests about their preferences for placement of meals.
  - 3.3. Explain the meal and place according to organisational procedures and guest preferences.
4. Present room service accounts.
  - 4.1. Check guest accounts for accuracy and present according to organisational procedures.
  - 4.2. Obtain signature and charge meals to room account or accept cash payment.
  - 4.3. Promptly present cash payments to the cashier for processing.
5. Clear room service area.
  - 5.1. Check and clear floors promptly for used room service trolleys and trays.
  - 5.2. Return trays and trolleys to room service area and dismantle and clean according to organisational procedures.
  - 5.3. Restock station with equipment, food and beverage according to organisational procedures.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| SKILLS                               | DESCRIPTION  |
|--------------------------------------|--|
| Reading skills to:                   | <ul style="list-style-type: none"> <li>read room service menus and price lists.</li> </ul>   |
| Writing skills to:                   | <ul style="list-style-type: none"> <li>write legible room service orders and billing information.</li> </ul>   |
| Oral communication skills to:        | <ul style="list-style-type: none"> <li>use active listening and open and closed probe questioning to determine guest preferences and offer suitable products</li> <li>provide clear and accurate information tailored to the guest in a professional manner</li> <li>confirm details of room service order.</li> </ul> |
| Numeracy skills to:                  | <ul style="list-style-type: none"> <li>calculate the cost of room service orders</li> <li>calculate number of room service orders for a meal service period and determine the number of serving trays or trolleys for initial set-up.</li> </ul>   |
| Initiative and enterprise skills to: | <ul style="list-style-type: none"> <li>upsell room service items.</li> </ul>   |
| Teamwork skills to:                  | <ul style="list-style-type: none"> <li>work with kitchen and accounting staff to organise delivery and billing of room service items in a timely manner.</li> </ul>  |
| Technology skills to:                | <ul style="list-style-type: none"> <li>use the in-house telephone systems, kitchen ordering and billing system.</li> </ul>   |

## Unit Mapping Information

SITHFAB205 Provide room service

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITHFAB006 Provide room service

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- process each of the following types of room service orders to meet guest requests on at least three different occasions:
  - breakfast order
  - lunch order from an à la carte menu
  - dinner order from an à la carte menu
- provide room service for above room service orders within commercial timeframes and according to guest requirements
- demonstrate the following procedures to organisational standards when providing room service on each of the above occasions:
  - knocking and announcing department
  - greeting guests when opening
  - asking for permission to enter
- demonstrate ability to provide the following types of service at least twice each when providing room service to guests:
  - tray service
  - trolley service
- explain process for handling the following room service situations:
  - dealing with non-responsive rooms
  - dealing with guests where it is unsafe or inappropriate to enter a room.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- food safety practices for providing room service
- organisational customer service standards for room service
- types of basic information required by guests:
  - menu choices and options
  - description of meal or food and beverage items
  - cost of items
- ordering and service procedures for processing and delivering room service items

- organisational processes for taking non-standard orders:
  - orders that add or omit ingredients
  - orders that respond to specific dietary requirements
- room locations within the establishment
- product knowledge of the room service menu and beverage list.

## Assessment Conditions

Skills must be demonstrated in a hospitality accommodation business for which room service is provided. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- small equipment:
  - bill presenter or bill tray
  - coffee plunger
  - cutlery, crockery and glassware
  - linen
  - promotional material
  - serving trays and lids
  - tea and coffee pots
  - toasters
  - trolleys
  - warming equipment
  - serving utensils
  - ice buckets
- customers to whom room service is delivered; these can be:
  - customers in an industry workplace during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## **SITHFAB007 Serve food and beverage**

### **Modification History**

Not applicable.

### **Application**

This unit describes the performance outcomes, skills and knowledge required to serve food and beverages to customers in a casual dining setting. It covers the fundamental technical skills required to prepare the outlet for the service period, interact with customers to take orders, serve and clear food and beverage, and complete end of service tasks.

Higher order service techniques required by senior food and beverage attendants are covered by the unit SITHFAB014 Provide table service of food and beverage.

This unit applies to hospitality organisations that operate food and beverage outlets, including hotels, clubs, cafes, and coffee shops.

Beverages may include alcohol but it is not a requirement of this unit, as many casual dining settings do not serve alcohol.

The unit applies to operational food and beverage attendants who work with very little independence and under close supervision.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### **Pre-requisite Unit**

SITXFSA001 Use hygienic practices for food safety

### **Competency Field**

Food and Beverage

### **Unit Sector**

Hospitality



## Elements and Performance Criteria

### ELEMENTS

### PERFORMANCE CRITERIA

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Prepare for food and beverage service.
  - 1.1. Discuss and clarify table and room set-up, menu and style of service where required.
  - 1.2. Check furniture and fittings for cleanliness, stability and condition prior to the service period.
  - 1.3. Adjust furniture placement to meet service requirements and allow safe and easy access for service personnel.
  - 1.4. Prepare and adjust environment to ensure comfort and ambience for customers.
  - 1.5. Check and prepare equipment for service according to manufacturer instructions, and clean or replace items as required to meet service standards.
  - 1.6. Prepare and display food and beverage items according to organisational standards.
2. Welcome and advise customers.
  - 2.1. Greet customers on arrival, according to organisational customer service standards.
  - 2.2. Provide information regarding food and beverage and facilities to customers, giving clear explanations and descriptions.
  - 2.3. Answer customer questions on menu items correctly and courteously.
3. Take and process orders.
  - 3.1. Take and record orders accurately and legibly using the format required by the organisation, and convey them promptly to the kitchen.
  - 3.2. Operate ordering system according to organisational procedures.
  - 3.3. Communicate special requests or dietary requirements to kitchen.
  - 3.4. Provide glassware, service-ware and cutlery suitable for menu choice.
  - 3.5. Process accounts and receive payment at appropriate time.
4. Serve food and drinks.
  - 4.1. Promptly recognise and follow-up delays or deficiencies in service.
  - 4.2. Collect food and beverage selections from kitchen and check for accuracy and presentation.
  - 4.3. Use appropriate techniques to carry and place plates containing meals and serve to correct person.
  - 4.4. Advise and reassure customers about delays or problems.
  - 4.5. Check customer satisfaction at the appropriate time.

- |                                  |   |
|----------------------------------|---|
| 5. Clear food and drinks.        | <p>5.1. Use appropriate techniques to clear and carry multiple used plates and other service-ware.</p> <p>5.2. Remove used items in a timely manner and safely transfer them to the appropriate location for cleaning.</p> <p>5.3. Safely dispose of food waste, disposables and recyclable items to minimise negative environmental impacts.</p> |
| 6. Complete end of shift duties. | <p>6.1. Follow end of shift procedures.</p> <p>6.2. Provide customer feedback to relevant colleagues, supervisors or managers.</p> <p>6.3. Provide handover to incoming colleagues and share relevant information.</p>  |

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| <b>SKILLS</b>                        | <b>DESCRIPTION</b>   |
|--------------------------------------|--|
| Reading skills to:                   | <ul style="list-style-type: none"> <li>• read food and beverage menus and organisational procedures.</li> </ul>  |
| Writing skills to:                   | <ul style="list-style-type: none"> <li>• record customer orders and write clear and precise notes on special requests.</li> </ul>  |
| Oral communication skills to:        | <ul style="list-style-type: none"> <li>• use active listening and open and closed probe questioning to determine customer preferences</li> <li>• discuss causes of service delays or deficiencies with customers and colleagues in a professional manner.</li> </ul> |
| Initiative and enterprise skills to: | <ul style="list-style-type: none"> <li>• recognise delays and deficiencies in food service and rectify to the customer's satisfaction.</li> </ul>  |
| Teamwork skills to:                  | <ul style="list-style-type: none"> <li>• provide timely operational information to colleagues to support efficient service.</li> </ul>   |
| Technology skills to:                | <ul style="list-style-type: none"> <li>• use organisational ordering systems and equipment.</li> </ul>   |

## Unit Mapping Information

SITHFAB206 Serve food and beverage

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITHFAB007 Serve food and beverage

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- provide effective food and beverage service during five different service periods, including at least one peak period
- demonstrate effective use of techniques for:
  - service style appropriate to organisation
  - carrying and placing plates containing meals
  - clearing and carrying multiple used plates and other service-ware
  - processing customer accounts as required
- demonstrate procedures for:
  - table and room set-up
  - end of shift activities
- interact with and positively respond to diverse demands and requests by multiple customers during above service periods
- perform above service within realistic commercial timeframes.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- specific organisation food and beverage features:
  - workflow structure for food and beverage service
  - ordering systems and procedures
  - workflow between kitchen and front of house areas
  - service procedures
  - set up procedures
  - end of shift procedures for:
    - clearing, cleaning and dismantling furniture
    - cleaning equipment
    - participating in debriefing sessions and quality service reviews
    - placing equipment and furniture in allocated storage areas

- preparing for next service period
- common styles of food and beverage service:
  - bar
  - bistro
  - café
  - counter
  - espresso coffee bar
  - plate service
  - table
- techniques for:
  - carrying and placing plates containing meals
  - clearing and carrying multiple used plates and other service-ware
- key features of food and beverage items on the menu
- common organisational procedures used when processing accounts:
  - depositing money in cash register, processing and giving change
  - handing account to another person to process
  - processing credit cards or electronic funds transfer at point of sale (EFTPOS) using:
    - electronic point of sale (POS) system with touchscreen or PALM order pad
    - EFTPOS equipment
- correct and environmentally sound disposal methods for food and beverage waste.

## Assessment Conditions

Skills must be demonstrated in an operational food and beverage outlet. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- fixtures and large equipment:
  - sideboards or crockery and cutlery storage area
  - coffee and tea making equipment
  - ordering system
  - espresso machine
  - minimum of 15 chairs
  - minimum of five tables
  - point of sale system:
    - credit card facilities
    - EFTPOS facilities
  - restaurant service desk
- small equipment:

- containers for condiments and accompaniments
- crockery
- cruets and pepper mills
- cutlery
- docket books
- food service-ware
- glassware for alcoholic and non-alcoholic beverages
- linen/table dressing
- milk and sugar containers
- service trays, platters and doilies
- service utensils
- tea and coffee pots
- tea and coffee service-ware
- water jugs
- stock:
  - freshly prepared meals to be served
  - wide commercial range of beverages
- cleaning materials and equipment:
  - brooms, brushes and dustpans
  - cleaning cloths
- organisational specifications:
  - equipment manufacturer instructions
  - commercial food and beverage menus currently used by the hospitality industry
  - promotional materials
- specific equipment for the service of alcoholic beverages if these are present:
  - ice buckets and wine stands
  - service cloths for wine service
  - waiter's cloths
  - waiter's friend
  - waiter's station
  - wine baskets
  - wine lists
- kitchen staff with whom the individual can interact
- industry-realistic ratio of service staff to customers; these can be:
  - customers in an industry workplace during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## **Links**

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# SITHFAB008 Operate and monitor cellar systems

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to work safely in a cellar. It requires the ability to operate and maintain beverage dispensing systems; and monitor refrigeration systems, the overall safety of cellar operations and the quality of beverage products.

Cellar covers any area used as the storage location for bulk beverages and the equipment that supports its service. This unit applies to hotels, clubs, casinos and sporting venues, but is also relevant to restaurants, or any other permanent or temporary catering venue where a cellar is maintained.

This unit applies to any person who has responsibility for the operation and monitoring of a cellar. They may be a dedicated cellar person, a senior bar attendant, a manager or a business owner and they sometimes have stock control responsibilities.

Safety issues and compliance requirements are a key focus of the unit. These reflect compliance requirements under work health and safety (WHS) legislation and obligations under AS 5034 Installation and use of inert gases for beverage dispensing.

## Pre-requisite Unit

Nil

## Competency Field

Food and Beverage

## Unit Sector

Hospitality



## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential outcomes.

1. Operate and maintain beverage dispensing systems.
2. Use and monitor refrigeration systems.
3. Monitor overall cellar safety.
4. Monitor quality of beverage products.

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Operate beer systems according to manufacturer instructions and relevant safety requirements.
- 1.2. Tap kegs according to safety requirements and manufacturer instructions.
- 1.3. Handle, connect and store beverage gas according to relevant safety standards.
- 1.4. Check post-mix systems for effective operation and change syrup boxes as required.
- 1.5. Clean beverage system parts according to manufacturer instructions and safety requirements.
- 1.6. Use chemicals safely according to product instructions.
- 1.7. Correct or report dispensing system faults to appropriate person according to scope of individual responsibility.
- 2.1. Monitor and accurately measure refrigeration system and adjust to comply with product requirements.
- 2.2. Perform routine checking of glycol levels and cleaning of vents, ensuring safe use of chemicals at all times.
- 2.3. Promptly identify refrigeration faults and report to qualified refrigeration mechanic according to organisational procedures.
- 3.1. Make regular routine checks of gas systems according to relevant safety standards.
- 3.2. Systematically monitor use and storage of chemicals and ensure safety requirements are met.
- 3.3. Monitor cellar area for safety signage and take action to rectify deficiencies.
- 3.4. Proactively provide relevant information about safety issues to other workers.
- 4.1. Monitor cellar temperature to ensure optimum storage conditions for different beverage products.
- 4.2. Systematically check cellar conditions to ensure the requirements of the Australia New Zealand Food Standards (ANZFS) Code are met.
- 4.3. Use systematic product rotation to maintain quality.
- 4.4. Use manual or electronic stock control systems to monitor quality of products and control stock during receiving, storage and issuing.

4.5. Test quality of beverage products regularly and identify faults.

4.6. Take appropriate action to rectify faults within scope of own responsibility, or report to appropriate person.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| SKILLS                        | DESCRIPTION  |
|-------------------------------|--|
| Reading skills to:            | <ul style="list-style-type: none"> <li>read and interpret:               <ul style="list-style-type: none"> <li>ANZFS codes</li> <li>complex manufacturer instructions for operating a range of cellar equipment</li> <li>logbook entries</li> <li>Safety Data Sheets (SDS)</li> <li>safety procedures and signs</li> <li>stock control system records.</li> </ul> </li> </ul> |
| Writing skills to:            | <ul style="list-style-type: none"> <li>report faulty equipment</li> <li>complete logbook entries for testing and checking activities.</li> </ul>   |
| Oral communication skills to: | <ul style="list-style-type: none"> <li>make accurate verbal reports on dispensing system faults.</li> </ul>  |
| Numeracy skills to:           | <ul style="list-style-type: none"> <li>calculate and document complex calibrations of a range of cellar equipment</li> <li>calculate dilution requirements for chemicals and cleaning products</li> <li>measure temperatures for the storage of cellar stock items.</li> </ul>   |
| Problem-solving skills to:    | <ul style="list-style-type: none"> <li>monitor cellar conditions and the operational efficiency and safety of cellar equipment to identify and rectify faults in operational cellar systems within scope of own role.</li> </ul>   |
| Teamwork skills to:           | <ul style="list-style-type: none"> <li>provide practical information about cellar issues to colleagues.</li> </ul>   |
| Technology skills to:         | <ul style="list-style-type: none"> <li>work with equipment at an operational and basic maintenance level.</li> </ul>   |

## Unit Mapping Information

SITHFAB301 Operate and monitor cellar systems

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITHFAB008 Operate and monitor cellar systems

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- operate and maintain components of beverage dispensing systems listed in the knowledge evidence during at least three service periods
- safely use and monitor the safety of relevant refrigeration systems used in organisation cellar operations as listed in the knowledge evidence over above service periods
- systematically check cellar conditions and quality of at least four of the following types of cellared beverages over a stock delivery cycle:
  - aerated and mineral waters
  - bulk and packaged beers
  - juices and syrups
  - liqueurs
  - post-mix
  - spirits
  - wine
- systematically monitor all cellar operations over one stock delivery cycle.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- key requirements of cellar compliance laws:
  - Health Act
  - work health and safety (WHS) legislation
  - Food Standards Australia New Zealand Act 1991
- essential elements of the Australia New Zealand Food Standards Code that directly impact on cellar operations
- full requirements of Australian standards that directly impact on cellar operations:
  - AS 5034 Installation and use of inert gases for beverage dispensing
  - AS 3780 The storage and handling of corrosive substances
- operational features of beverage gas systems:
  - key components of beverage dispensing systems for beverages:

- beer lines
- beer pumps
- beer taps
- connectors
- couplers
- foam on beer (FOB) detectors
- manifolds
- transfer leads
- isolating gas board
- monitoring alarms
- monitoring gas regulator pressures
- types of beverage gases
- how to handle, store, connect and disconnect beverage gas cylinders and different types of cylinder systems and gas
- inert gas in confined spaces and the potential dangers
- particular dangers of carbon dioxide and nitrogen
- required fire protection equipment and other emergency and alarm procedures
- methods and techniques for undertaking routine checks for gas leaks:
  - disconnecting and re-connecting leads
  - drop tests
  - monitoring regulators
  - spray tests
- typical roles and responsibilities of those within the hospitality establishment and external contractors in operating and maintaining the system
- operational features of the following refrigeration systems:
  - cabinets
  - chilled beer fonts
  - chiller plates
  - compressors
  - cool room
  - glycol system or refrigerated beer line system
  - glycol tanks and pumps
  - ice bank or water chilled system
  - instantaneous cooler system
  - portable system
- safe manual handling techniques for lifting and shifting heavy items
- procedures and safety requirements for using and storing hazardous substances:
  - chemicals
  - other cleaning agents
- content of labelling and safety data sheets (SDS) for hazardous substances

- correct and environmentally sound disposal methods for hazardous substances
- overview information on the way that beer is brewed and what this means for cellar operations
- cellar products, which must include beer, and their characteristics:
  - correct handling and storage
  - shelf life
  - potential faults
- organisational procedures for operation of cellar systems:
  - cleaning and maintaining equipment
  - cleaning lines and equipment
  - controlling and rotating stock
  - conducting risk assessments
  - correctly servicing and maintaining equipment, connectors and couplers that operate under pressure
  - dealing with pressure factors
  - using electrical equipment safely.

## Assessment Conditions

Skills must be demonstrated in an operational commercial cellar. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- fixtures and large equipment:
  - beverage system parts:
    - beer lines
    - beer pumps
    - beer taps
    - connectors
    - couplers
    - FOB detectors
    - transfer leads
    - manifolds
  - cool room
  - gas systems:
    - alarms
    - beverage gases
    - gas cylinders
    - gas regulators

- isolating gas board
- keg area
- liquor storage area
- post-mix dispensing system
- refrigeration system
- reticulated beer dispensing system:
  - two complete beer lines, from keg to beer tap
  - approved cleaning keg or dosing unit
- small equipment:
  - safety goggles and gloves
- cleaning agents and chemicals:
  - ‘Corrosive 8’ detergents
  - general cleaning agents
  - low pH detergents
  - one-part detergent solutions
  - specialised-part cleaning agents
  - two-part detergent solutions
- wide commercial range of alcoholic and non-alcoholic bar stock
- organisational specifications and other documentation:
  - equipment manufacturer instructions
  - Australian standards that directly impact on cellar operations:
    - AS5034 Installation and use of inert gases for beverage dispensing
    - AS3780 The storage and handling of corrosive substances
  - Australia New Zealand Food Standards (ANZFS) Code or plain English documents issued by national, state or territory government regulators
  - SDS for hazardous substances used in cellars
  - current commercial policies and procedures used for the operation of cellars
- industry manual or electronic stock control system.

Assessors must satisfy the Standards for Registered Training Organisations’ requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# SITHFAB009 Conduct a product tasting for alcoholic beverages

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to set up and conduct product tastings of alcoholic beverages and provide information on the key characteristics of the alcohol on offer for tasting. It requires the ability to taste and self-evaluate products on offer, set up and conduct tastings, interact with customers and maintain products at optimum quality throughout the product tasting.

The unit applies to hospitality, retail and wholesale organisations that conduct product tastings of wines, beers, spirits or liqueurs.

It applies to frontline sales and operational personnel who operate with some level of independence and under limited supervision. This includes beverage sales consultants, winery sales staff, bar specialists, sommeliers and bar attendants.

The sale and service of alcohol, including in product tastings, is subject to the provisions of Responsible Service of Alcohol (RSA) law in each State and Territory of Australia. Skills and knowledge for compliance with this law are covered by the prerequisite unit SITHFAB002 Provide responsible service of alcohol.

## Pre-requisite Unit

SITHFAB002 Provide responsible service of alcohol

## Competency Field

Food and Beverage

## Unit Sector

Hospitality



## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential outcomes.

1. Taste and evaluate alcoholic beverages.
2. Set up and serve tasting samples.
3. Interact with customers during tasting.
4. Maintain and rotate alcoholic beverage products.

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Identify basic characteristics of alcoholic beverages using sensory evaluation techniques.
- 1.2. Use information from evaluations to prepare for tastings.
- 2.1. Set up tasting area, equipment and supplies according to safety procedures and organisational standards.
- 2.2. Make tasting environment conducive to effective tasting.
- 2.3. Prepare and open products using techniques appropriate to particular product characteristics.
- 2.4. Pour and present product to customers according to legal requirements and organisational procedures.
- 2.5. Serve tasting samples in an order that allows the customer to experience different product characteristics most effectively.
- 2.6. Collect and dispose of tasting waste according to safety, hygiene and other organisational requirements.
- 3.1. Proactively provide relevant and correct information on alcoholic beverage products to customers.
- 3.2. Encourage customers to ask questions or provide opinions on products being served.
- 3.3. Correctly answer customer questions about alcoholic beverage products and provide appropriate assistance with selections.
- 3.4. Facilitate tasting by customers according to responsible service of alcohol procedures.
- 4.1. Maintain the quality of open and closed alcoholic beverages according to product characteristics.
- 4.2. Store and rotate products to ensure optimum quality.
- 4.3. Identify beverage product faults and substitute other stock or products.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| <b>SKILLS</b>                      | <b>DESCRIPTION</b>  |
|------------------------------------|---|
| Reading skills to:                 | <ul style="list-style-type: none"> <li>• read and interpret organisational procedures for conducting tastings</li> <li>• research information on the product on offer at the tasting.</li> </ul>  |
| Oral communication skills to:      | <ul style="list-style-type: none"> <li>• use active listening and open and closed probe questioning to determine customer preferences and offer suitable products for tasting</li> <li>• express personal views in a way that develops rapport and engages customers in the tasting of various products.</li> </ul> |
| Numeracy skills to:                | <ul style="list-style-type: none"> <li>• calculate sampling quantities for each pour</li> <li>• measure and determine the correct temperature for storing and serving alcohol.</li> </ul>   |
| Learning skills to:                | <ul style="list-style-type: none"> <li>• continuously update knowledge of alcoholic beverages on offer for tasting.</li> </ul>  |
| Problem-solving skills to:         | <ul style="list-style-type: none"> <li>• evaluate the site where product tastings are conducted and set up an appealing and safe tasting environment.</li> </ul>  |
| Planning and organising skills to: | <ul style="list-style-type: none"> <li>• coordinate the set up and conduct of a tasting.</li> </ul>   |
| Technology skills to:              | <ul style="list-style-type: none"> <li>• use tasting equipment and temperature control devices.</li> </ul>  |

## Unit Mapping Information

SITHFAB302 Conduct a product tasting for alcoholic beverages

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITHFAB009 Conduct a product tasting for alcoholic beverages

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- set up and conduct at least three different tasting sessions for at least two of the following types of alcoholic beverages:
  - beer
  - fortified wines
  - liqueurs
  - sparkling wines
  - spirits
  - still wines
- maintain products at optimum quality throughout the above product tasting sessions
- provide accurate product information in the above product tasting sessions on key characteristics of the specific alcoholic beverages on offer for tasting
- respond to customer questions in a professional manner.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- common equipment required for conducting a product tasting and its uses:
  - beverage list
  - bottle opening devices
  - chilling equipment
  - evaluation sheets
  - ice
  - napkins
  - presentational ice bucket
  - promotional and pricing literature
  - sampling glassware or drinkware
  - spittoons or spit buckets
  - tables and tableware

- tasting notes
- sensory evaluation techniques and their relevance to wines, beers, spirits and liqueurs:
  - assessing balance of wine features on the palate
  - smell or nose appraisal
  - taste appraisal
  - visual appraisal
- attributes of tasting areas that appeal to customers, allow for free flowing customer traffic, and provide a safe environment for staff and customers
- ways of ensuring conducive environment for tasting:
  - neutralising odours
  - eradicating or reducing noise
  - optimising light conditions
- organisational procedures for:
  - presentation of the tasting area
  - presentation and grooming of staff conducting tasting
  - display of product and promotional material
  - service-ware for alcoholic beverages
- key characteristics of:
  - Australian and imported wine types
  - main Australian wine producing areas
- key characteristics of the following main grape varieties and wine types:
  - red:
    - cabernet sauvignon
    - shiraz
    - pinot noir
    - merlot
    - grenache
  - white:
    - semillon
    - sauvignon blanc
    - riesling
    - chardonnay
    - pinot gris
  - blended wines
  - sparkling wines
  - ports:
    - tawny
    - vintage
  - popular fortified wines:
    - apera

- muscat
- topaque
- dessert wines
- compatibility with different types of food
- key characteristics of Australian and imported beers, spirits and liqueurs, and ready to drink products:
  - flavour
  - compatibility with different types of food
- correct order for tasting of products on offer
- for the particular products on offer for tasting:
  - content of beverage labels and interpretation of their meaning
  - compatibility with different types of food
  - optimum presentation and storage conditions to ensure quality
- indicators of common faults with products:
  - cork problems:
    - ageing
    - bleeding
    - drying
    - expansion
    - shrinking
  - excessive hydrogen sulphide
  - haze
  - oxidation
  - tartrates
- hygiene practices for the handling and use of:
  - glassware
  - spittoons
  - opened products
  - other tableware
- organisational procedures for the responsible service of alcohol during product tastings
- correct and environmentally sound disposal methods for tasting waste, especially for recyclable glass and plastic bottles and sampling glasses.

## Assessment Conditions

Skills must be demonstrated in an operational food and beverage outlet. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- small equipment:
  - condiments and accompaniments
  - decanters
  - glassware and service-ware for product samples and tastings
  - napkins
  - service trays, platters and doilies
  - ice buckets
  - waiter's friend
  - pourers
  - wine preservers
- stock:
  - commercial range of alcoholic beverages to be tasted
  - ice
- cleaning materials and equipment:
  - cleaning cloths and sponges
  - dishwashers
  - mops and buckets
- organisational specifications:
  - current product information in sales kits, brochures, product manuals
- customers with whom the individual can interact
- industry-realistic ratio of tasting staff to customers; these can be:
  - customers in an industry workplace during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# SITHFAB010 Prepare and serve cocktails

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to prepare and serve a range of cocktails. It requires the ability to promote, prepare and present attractive cocktails and experiment with ideas to develop new cocktail recipes.

The unit applies to any hospitality organisation that operates a bar that serves cocktails, including hotels, restaurants and clubs.

The preparation of cocktails is a high order technical bar attendant skill used by experienced beverage attendants who operate independently or with limited guidance from others.

The sale and service of alcohol is subject to the provisions of Responsible Service of Alcohol (RSA) law in each state and territory of Australia. Skills and knowledge for compliance with this law are covered by the prerequisite unit SITHFAB002 Provide responsible service of alcohol.

## Pre-requisite Unit

SITHFAB002 Provide responsible service of alcohol

SITXFSA001 Use hygienic practices for food safety

## Competency Field

Food and Beverage

## Unit Sector

Hospitality

## Elements and Performance Criteria

### ELEMENTS

### PERFORMANCE CRITERIA

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- |  |  |
|--|--|
| 1. Promote cocktails to customers and take orders. | 1.1. Use display materials to promote cocktails.<br>1.2. Offer customers accurate information about the style and range of cocktails available and encourage their purchase in line with house policy.<br>1.3. Check and identify specific customer preferences and take orders.<br>1.4. Make recommendations and suggestions to assist customers with drink selection, and promote or upsell products.  |
| 2. Prepare cocktails.                              | 2.1. Select appropriate cocktail glassware and equipment and use them according to manufacturer instructions, organisational procedures and industry standards.<br>2.2. Make cocktails correctly and efficiently according to organisational and traditional recipes.<br>2.3. Consider visual appeal, texture, flavour and required temperature in preparing cocktails.<br>2.4. Experiment with creative and complementary combinations of alcoholic and non alcoholic ingredients to develop new cocktails.<br>2.5. Evaluate presentation of cocktails and make adjustments before serving. |
| 3. Serve cocktails.                                | 3.1. Present cocktails attractively and maximise visual appeal.<br>3.2. Use garnishes and decorations according to organisational and traditional standards.<br>3.3. Avoid wastage and spillage during service.  |

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

### SKILLS

### DESCRIPTION

Reading skills to:

- read cocktail menus, brochures, price lists, promotional materials, and organisational and traditional recipes.

Oral communication skills to:

- use active listening and open and closed probe questioning to determine customer preferences and offer suitable products
- provide clear and accurate information on cocktails tailored to the customer.

Numeracy skills to:

- calculate ingredient quantities when preparing cocktails.



- Learning skills to:
- take customer feedback into account when developing new and appealing cocktails.
- Problem-solving skills to:
- identify deficiencies in cocktail quality and make adjustments to ensure a quality product.
- Planning and organising skills to:
- sequence the preparation of cocktails to efficiently serve customers.
- Self-management skills to:
- manage own speed, timing and productivity.

## Unit Mapping Information

SITHFAB303 Prepare and serve cocktails

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITHFAB010 Prepare and serve cocktails

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- use organisational-specific and traditional recipes to prepare cocktails over at least three service periods
- prepare and present at least two different cocktails to meet customer requirements, using each of the following methods:
  - blended
  - built
  - floated
  - muddled
  - shaken
  - stirred
- prepare and present above cocktails:
  - using accompaniments and garnishes decoratively
  - maintaining consistent quality, volume and appearance
  - in line with organisational procedures
  - using correct equipment, ingredients and standard measures for preparation
  - working to commercial timeframes.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- major types of alcoholic ingredients, their characteristics and origins:
  - spirits and liqueurs
  - vermouths, bitters and fortified wines
- popular types of cocktails and their characteristics, recipes, preparation techniques and service:
  - black velvet
  - bloody Mary
  - brandy Alexander

- brandy crusta
- champagne cocktail
- cosmopolitan
- daiquiri
- grasshopper
- Long Island iced tea
- margarita
- martini
- mimosa
- mojito
- piña colada
- screwdriver
- Singapore sling
- tequila sunrise
- Tom Collins
- whisky sour
- white Russian
- recipes, preparation methods and presentation standards for organisation-specific cocktails
- available options to meet specific customer preferences relating to:
  - brand
  - garnishes
  - glassware
  - ice
  - mixers
  - strength
- organisational procedures for:
  - glassware used for cocktail presentation
  - garnishes and decorations used to enhance cocktails
- operational features and uses for cocktail making equipment.

## Assessment Conditions

Skills must be demonstrated in an operational commercial bar. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- fixtures and large equipment:
  - bar service area
  - glass washer

- ice:
  - crusher
  - maker
  - shaver
  - grinder
- post-mix dispensing system
- refrigerator
- storage area for glassware and drinks
- small equipment:
  - bar towels
  - coasters
  - cutting boards
  - garnish containers
  - ice buckets
  - jugs
  - juicers
  - napkins
  - powder shakers
  - pourers:
    - speed
    - optic
    - inverted optic
  - utensils:
    - bar spoons and teaspoons
    - nip measures
    - small knives
    - tongs
  - glassware:
    - brandy snifter
    - champagne flute/saucer
    - Collins glass
    - highball glass
    - hurricane glass
    - liqueur and liqueur coffee glass
    - martini glass
    - old fashioned glasses
    - piña colada glass
  - service trays and liners
  - straws, swizzle sticks and toothpicks
  - waiter's friend

- specific equipment for preparing cocktails and mocktails:
  - blender
  - Boston glass (mixing glass)
  - cocktail shakers
  - glass chillers
  - Hawthorn glasses and strainer
  - muddler
  - standard and specialised cocktail glassware for different bases
  - zester
- stock:
  - garnishes
  - ice
  - wide commercial range of:
    - bottled mixers
    - bottled and canned beers
    - liqueurs
    - wines
    - basic spirits
- cleaning materials and equipment:
  - cleaning cloths
  - commercial cleaning and sanitising agents and chemicals for cleaning bar areas and equipment
  - dishwashers
  - dustpans and brooms
  - garbage bins and bags
  - hand towel dispenser and hand towels
  - mops and buckets
  - separate hand basin and antiseptic liquid soap dispenser for hand washing
  - sponges, brushes and scourers
  - tea towels
- organisational specifications:
  - equipment manufacturer instructions
  - cocktail bar menus
  - organisational safety procedures
  - price lists
  - promotional materials
  - traditional recipes, preparation methods and presentation standards for cocktails
  - safety data sheets (SDS) for cleaning agents and chemicals or plain English workplace documents or diagrams that interpret the content of SDS
- industry-realistic ratio of bar staff to customers; these can be:

- customers in an industry workplace during the assessment process; or
- individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# SITHFAB011 Provide advice on beers, spirits and liqueurs

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to evaluate a range of local and imported beers, spirits and liqueurs; provide advice to customers on their selection; and continuously extend personal product knowledge.

The unit applies to hospitality, retail, breweries and wholesale organisations that sell beers, spirits and liqueurs.

It applies to personnel who operate independently or with limited guidance from others and who have substantial specialist knowledge of beers, spirits and liqueurs. This includes beverage sales consultants, bar specialists, sommeliers, and senior bar and food and beverage attendants.

The sale and service of alcohol is subject to the provisions of Responsible Service of Alcohol (RSA) law in each state and territory of Australia. Skills and knowledge for compliance with this law are covered by the prerequisite unit SITHFAB002 Provide responsible service of alcohol.

## Pre-requisite Unit

SITHFAB002 Provide responsible service of alcohol

## Competency Field

Food and Beverage

## Unit Sector

Hospitality

## Elements and Performance Criteria

### ELEMENTS

### PERFORMANCE CRITERIA

|   |  |
|---|--|
| <p>Elements describe the essential outcomes.</p>                      | <p>Performance criteria describe the performance needed to demonstrate achievement of the element.</p>   |
| <p>1. Evaluate beers, spirits and liqueurs.</p>                       | <p>1.1. Identify and examine the characteristics of a range of both Australian and imported beers, spirits and liqueurs using sensory evaluation techniques.</p> <p>1.2. Review other information about beers, spirits and liqueurs to complement sensory evaluation process.</p> <p>1.3. Develop informed opinions about beers, spirits and liqueurs to support work as a beverage specialist.</p>  |
| <p>2. Handle, store and monitor beers, spirits and liqueurs.</p>      | <p>2.1. Store and cellar products according to particular requirements for different beers, spirits and liqueurs.</p> <p>2.2. Monitor product quality and recognise impaired quality based on broad knowledge of beers, spirits and liqueurs.</p> <p>2.3. Resolve issues with beverage quality through appropriate corrective action.</p>  |
| <p>3. Advise customers on beers, spirits and liqueurs.</p>            | <p>3.1. Provide accurate advice about Australian and imported beers, spirits and liqueurs to customers.</p> <p>3.2. Discuss different styles and features of beers, spirits and liqueurs, taking account of customer level of knowledge.</p> <p>3.3. Determine business considerations when providing advice and make adjustments accordingly.</p> <p>3.4. Assist customers in selecting beverages according to taste, price preferences and other specific needs.</p> |
| <p>4. Extend and update knowledge of beers, spirits and liqueurs.</p> | <p>4.1. Conduct formal and informal research to access current, accurate and relevant information about beers, spirits and liqueurs.</p> <p>4.2. Identify customer taste trends based on customer contact and workplace interactions.</p> <p>4.3. Source information on current and emerging beverage service trends and customer preferences.</p> <p>4.4. Provide informed input about beers, spirits and liqueurs to support organisational activities.</p>          |

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

### SKILLS

### DESCRIPTION

Reading skills to:

- comprehend detailed product information, promotional material and reviews about beers, spirits and liqueurs.



- Writing skills to:
- summarise notes, and record information in basic documents, information sheets and files.
- Oral communication skills to:
- discuss and debate different ideas and opinions about products.
- Learning skills to:
- review own knowledge of beers, spirits and liqueurs and participate in activities that continuously update it.
- Planning and organising skills to:
- schedule regular checks on the storage of beverage products.
- Self-management skills to:
- take responsibility for sourcing and updating current and emerging product information.

## Unit Mapping Information

SITHFAB304 Provide advice on beers, spirits and liqueurs

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITHFAB011 Provide advice on beers, spirits and liqueurs

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- discuss the characteristics of each of the following local and imported beverage products with different customers on three different occasions:
  - basic spirits
  - mid and top range spirits
  - beer of different strengths
  - beer of different types
  - traditional and contemporary liqueurs
- demonstrate the correct application of each of the following sensory evaluation techniques to evaluate beers, spirits and liqueurs:
  - smell or nose appraisal
  - taste appraisal
  - visual appraisal
- provide current, accurate and relevant advice to each of the above customers to meet different taste and price preferences
- maintain and continuously extend personal product knowledge to enhance workplace activities.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- sensory evaluation techniques and their relevance to different types of beers, spirits and liqueurs:
  - smell or nose appraisal:
    - techniques for releasing aroma and bouquet
    - recognising 'off' odours
    - assessing intensity of aromas
    - describing smell characteristics
    - assessing age
  - taste appraisal:

- techniques for releasing flavours (sucking in air, swirling over taste buds)
- spitting techniques
- recognising acidity, sweetness, weight or body, length, and faults
- assessing balance of wine features on the palate
- visual appraisal:
  - use of light and background
  - intensity and type of colour
  - clarity
- identifying ‘legs’ or ‘tears’ to assess alcohol content
- past, current and emerging trends in beverage service trends in the Australian liquor industry:
  - contemporary eating and drinking habits
  - cultural and ethnic influences
  - major events and festivals
  - media influence
  - seasonal and popular influences
- overview of international trends in beers, spirits and liqueurs:
  - production methods for beers, spirits and liqueurs and the way that production affects the final product
- key structural components of beers, spirits and liqueurs
- characteristics of both Australian and imported beers, spirits and liqueurs:
  - low alcohol, light, mid strength and full strength beers
  - different beers:
    - draught
    - stout
    - golden
    - pale or brown ale
    - porter
    - wheat
    - blonde
    - lager
    - pilsner
    - bock
  - different spirits:
    - vodka
    - gin
    - brandy
    - whisky
    - tequila
    - cognac

- Armagnac
- ready to drink items
- different liqueurs:
  - Drambuie
  - DOM Benedictine
  - Cointreau
  - Grand Marnier
  - chartreuse
  - Baileys Irish Cream
  - Galliano
  - sake
- organisational activities for which knowledge of beers, spirits and liqueurs is required:
  - conducting product tastings and tours
  - providing product advice and selling beverages to customers
  - selecting or assisting with selection of products from suppliers
  - writing or providing input into:
    - beverage menus
    - beverage lists
  - food and beverage matching menus
- factors that affect the quality of different beers, spirits and liqueurs
- indicators of impaired quality of beer, spirit and liqueur products:
  - cloudiness
  - cork problems
  - flat products
- storage requirements for different beers, spirits and liqueurs:
  - amount of ultraviolet (UV) light
  - humidity
  - shelf life
  - stock rotation
  - temperature
  - vibrations
- safety and hygiene issues of particular relevance to handling and storage of beers, spirits and liqueurs:
  - general awareness of potential dangers associated with inert gases used in beverage dispensing systems, and their impact on different workers
  - signage used for areas of restricted access
- overview of types of foods that match successfully with different beers, spirits and liqueurs
- formal and informal research methods to extend and update knowledge:
  - attending trade shows and product tastings

- joining associations and industry bodies
- reading general and trade media and supplier information
- reading reference books
- talking to product suppliers, winemakers or brewers
- using the internet.

## Assessment Conditions

Skills must be demonstrated in an operational beverage sales or service environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- fixtures and large equipment:
  - bar service area
  - refrigerator
  - reticulated beer dispensing system
  - storage area for glassware and drinks
- small equipment:
  - glassware
  - nip measures
  - thermometer
- stock:
  - wide commercial range of:
    - bottled mixers
    - bottled and canned beers
    - liqueurs
    - wines
    - basic spirits
- organisational specifications:
  - beverage lists
  - organisational safety procedures
  - price lists
  - product information, product reviews and information on production methods
  - promotional materials and details of presentation sessions
  - reference texts on beers, spirits and liqueurs
- industry realistic ratios of staff to customers; these can be:
  - staff and customers in an industry workplace during the assessment process; or

- individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## **Links**

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## SITHFAB012 Provide advice on Australian wines

### Modification History

Not applicable.

### Application

This unit describes the performance outcomes, skills and knowledge required to evaluate a range of Australian wines; provide advice to customers on their selection; and continuously extend personal product knowledge.

The unit applies to hospitality, winery, retail and wholesale organisations that sell Australian wines.

It applies to personnel who operate independently or with limited guidance from others and who have substantial specialist knowledge of Australian wines. This includes beverage sales consultants, winery sales staff, bar specialists, sommeliers, and senior bar and food and beverage attendants.

The sale and service of alcohol is subject to the provisions of Responsible Service of Alcohol (RSA) law in each state and territory of Australia. Skills and knowledge for compliance with this law are covered by the prerequisite unit SITHFAB002 Provide responsible service of alcohol.

### Pre-requisite Unit

SITHFAB002 Provide responsible service of alcohol

### Competency Field

Food and Beverage

### Unit Sector

Hospitality

### Elements and Performance Criteria

#### ELEMENTS

#### PERFORMANCE CRITERIA

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>1. Evaluate Australian wines.</li> </ol>                          | <ol style="list-style-type: none"> <li>1.1. Identify and examine the characteristics of Australian wines from all major and emerging Australian wine regions using the full range of sensory evaluation techniques.</li> <li>1.2. Review other information about viticulture and specific wine styles, regions and production methods to complement sensory evaluation process.</li> <li>1.3. Develop informed opinions about Australian wines that support work as a specialist in wine.</li> </ol>                  |
| <ol style="list-style-type: none"> <li>2. Handle, store and monitor Australian wine products.</li> </ol> | <ol style="list-style-type: none"> <li>2.1. Store and cellar Australian wine according to particular requirements of different wines.</li> <li>2.2. Monitor wine quality and recognise impaired quality based on in-depth knowledge of Australian wines.</li> <li>2.3. Resolve issues with wine quality through appropriate corrective action.</li> <li>2.4. Decant wines using techniques appropriate to the variety, style and vintage of wine.</li> </ol>  |
| <ol style="list-style-type: none"> <li>3. Advise customers on Australian wines.</li> </ol>               | <ol style="list-style-type: none"> <li>3.1. Provide accurate information and assistance on different Australian wine options.</li> <li>3.2. Discuss and debate wine characteristics, origins and production methods, taking account of customer level of wine knowledge.</li> <li>3.3. Take account of business considerations when providing advice and make adjustments accordingly.</li> <li>3.4. Assist customers with wine selections according to taste, price preferences and other specific needs.</li> </ol> |
| <ol style="list-style-type: none"> <li>4. Extend and update knowledge of Australian wines.</li> </ol>    | <ol style="list-style-type: none"> <li>4.1. Conduct formal and informal research to access current, accurate and relevant information about wines.</li> <li>4.2. Identify customer taste trends based on customer contact and workplace interactions.</li> <li>4.3. Source information on current and emerging beverage service trends and customer preferences.</li> <li>4.4. Provide informed input about Australian wines to support organisational activities.</li> </ol>   |

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement



| <b>SKILLS</b>                      | <b>DESCRIPTION</b>  |
|------------------------------------|---|
| Reading skills to:                 | <ul style="list-style-type: none"> <li>comprehend detailed product information, promotional material and reviews about Australian wines.</li> </ul>   |
| Writing skills to:                 | <ul style="list-style-type: none"> <li>summarise notes, and record information in basic documents, information sheets and files.</li> </ul>           |
| Oral communication skills to:      | <ul style="list-style-type: none"> <li>discuss and debate different ideas and opinions about products.</li> </ul>                                     |
| Learning skills to:                | <ul style="list-style-type: none"> <li>review own knowledge of Australian wines and participate in activities that continuously update it.</li> </ul> |
| Problem-solving skills to:         | <ul style="list-style-type: none"> <li>identify product faults and make judgments about appropriate remedial action.</li> </ul>                       |
| Planning and organising skills to: | <ul style="list-style-type: none"> <li>schedule regular checks on the storage of beverage products.</li> </ul>  |
| Self-management skills to:         | <ul style="list-style-type: none"> <li>take responsibility for sourcing and updating current and emerging product information.</li> </ul>             |

## Unit Mapping Information

SITHFAB305 Provide advice on Australian wines

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITHFAB012 Provide advice on Australian wines

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- discuss the characteristics of each of the following Australian wines with different customers on three different occasions:
  - red and white
  - blended wines
  - sparkling wines
  - ports
  - popular fortified wines
  - dessert wines
- demonstrate the correct application of each of the following sensory evaluation techniques to evaluate wines:
  - assessing balance of wine features on the palate
  - smell or nose appraisal
  - taste appraisal
  - visual appraisal
- provide current, accurate and relevant advice to each of the above customers on their selection to meet different taste and price preferences
- maintain and continuously extend personal product knowledge to enhance workplace activities.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- full range of sensory evaluation techniques and their relevance to different types of wines:
  - assessing balance of wine features on the palate
  - smell or nose appraisal:
    - techniques for releasing aroma and bouquet
    - recognising 'off' odours
    - assessing intensity of aromas
    - describing smell characteristics

- assessing age
- taste appraisal:
  - techniques for releasing wine flavours (sucking in air, swirling wine over taste buds)
  - spitting techniques
  - recognising acidity, sweetness, weight or body, length, note, and wine faults
- visual appraisal:
  - wine swirling and glass handling
  - use of light and background
  - intensity and type of colour
  - clarity
  - identifying ‘legs’ or ‘tears’ to assess alcohol or glycerol content
- structure, history, trends and philosophies of the Australian wine industry and beverage service
- past, current and emerging trends in the Australian wine industry:
  - contemporary eating and drinking habits
  - cultural and ethnic influences
  - major events and festivals
  - media influence
  - seasonal and popular influences
- place of Australian wines in the international marketplace
- general understanding of the operation of wine shows and wine medal systems in an Australian context
- characteristics of major Australian wines from all major and emerging Australian wine regions:
  - red:
    - cabernet sauvignon
    - shiraz
    - pinot noir
    - merlot
    - grenache
  - white:
    - semillon
    - sauvignon blanc
    - riesling
    - chardonnay
    - pinot gris
  - blended wines
  - sparkling wines
  - port:
    - tawny

- vintage
- popular fortified wines:
  - apera
  - muscat
  - topaque
- dessert wines
- characteristics for each wine region:
  - different wine types and their styles
  - different production methods
  - label terminology and interpretation
  - major regional variations
  - principal grape varieties used in wine types
  - how Australian wine types and styles compare with imported wines
- broad overview of Australian geography and its impact on wine growing
- climatic classification of Australian grape-growing regions registered by the Geographical Indications Committee
- factors that influence character of wine
- impact of vineyard and viticultural techniques affecting taste and style of wine
- annual cycle of a general vineyard and regional specific cycles
- wine production methods and variations for white, red, sparkling and fortified wines:
  - basic wine production steps and variations for different wines
- new world approaches to wine making
- specific production techniques for:
  - white wine
  - red wine
  - sparkling wines
  - fortified wines
- factors that affect style and quality of wine:
  - climate
  - soil
  - grape variety
  - viticultural techniques
  - storage
  - vinification techniques
- key structural components in wine and their impact on taste:
  - alcohol
  - tannin
  - sugar
  - fruit flavour
- indicators of quality in wines, and analysis and diagnosis of wine faults or impairments:

- oxidation
- tartrates
- cloudiness
- cork faults
- presence of hydrogen sulphide
- organisational activities for which knowledge of Australian wines is required:
  - conducting product tastings and tours
  - providing product advice and selling beverages to customers
  - selecting or assisting with selection of products from suppliers
  - writing or providing input into:
    - beverage menus
    - beverage lists
  - food and beverage matching menus
- wine service techniques:
  - serving aged wines
  - processes for decanting wine
- storage and cellaring requirements for a range of wines and reasons for them:
  - amount of ultraviolet (UV) light
  - humidity
  - shelf life
  - stock rotation
  - temperature fluctuations
  - vibrations
- contributing factors of a successful wine list
- business considerations in the provision of information and advice on wines:
  - current stock
  - profitability requirements
  - range being promoted
  - stock availability
  - supplier arrangements
- overview of types of foods that match successfully with different wines
- formal and informal research methods to extend and update knowledge:
  - attending trade shows
  - attending wine tastings
  - joining associations and industry bodies
  - reading general and trade media and supplier information
  - reading wine reference books
  - talking to product suppliers, winemakers and vineyard managers
  - using the internet.

## Assessment Conditions

Skills must be demonstrated in an operational wine sales or service environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- fixtures and large equipment:
  - bar service area
  - refrigerator
  - storage area for glassware and drinks
- stock:
  - wide commercial range of Australian wines
- organisational specifications:
  - information on wines currently listed in the Australian Wine and Brandy Corporation Register of Protected Names
  - price lists
  - promotional materials
  - product information, product reviews and information on production methods
  - promotional materials and details of presentation sessions
  - reference texts on Australian wines
  - organisational safety procedures
  - wine lists
- industry realistic ratios of staff to customers; these can be:
  - staff and customers in an industry workplace during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## SITHFAB013 Provide advice on imported wines

### Modification History

Not applicable.

### Application

This unit describes the performance outcomes, skills and knowledge required to evaluate a range of imported wines, provide advice to customers on their selection, and continuously extend personal product knowledge.

The unit applies to hospitality, winery, retail and wholesale organisations that sell imported wines.

It applies to personnel who operate independently or with limited guidance from others and who have substantial specialist knowledge of imported wines. This includes beverage sales consultants, winery sales staff, bar specialists, sommeliers and senior bar and restaurant personnel.

The sale and service of alcohol is subject to the provisions of Responsible Service of Alcohol (RSA) law in each state and territory of Australia. Skills and knowledge for compliance with this law are covered by the prerequisite unit SITHFAB002 Provide responsible service of alcohol.

### Pre-requisite Unit

SITHFAB002 Provide responsible service of alcohol

### Competency Field

Food and Beverage

### Unit Sector

Hospitality

### Elements and Performance Criteria

#### ELEMENTS

#### PERFORMANCE CRITERIA

|  |   |
|--|---|
| <p>Elements describe the essential outcomes.</p>             | <p>Performance criteria describe the performance needed to demonstrate achievement of the element.</p>  |
| <p>1. Evaluate imported wines.</p>                           | <p>1.1. Identify and examine the characteristics of a range of imported wines using the full range of sensory evaluation techniques.</p> <p>1.2. Review other information about viticulture and specific imported wine styles, regions and production methods to complement the sensory evaluation process.</p> <p>1.3. Develop informed opinions about imported wine that support work as a specialist in wine.</p>  |
| <p>2. Handle, store and monitor imported wine products.</p>  | <p>2.1. Store and cellar imported wine according to particular requirements of different wines.</p> <p>2.2. Monitor wine quality and recognise impaired quality based on in-depth knowledge of wines.</p> <p>2.3. Resolve issues with wine quality through appropriate corrective action.</p> <p>2.4. Decant wines using techniques appropriate to the variety, style and vintage of wine.</p>  |
| <p>3. Advise customers on imported wines.</p>                | <p>3.1. Provide accurate information and assistance about different imported wine options.</p> <p>3.2. Discuss and debate wine characteristics, origins and production methods, taking account of customer level of wine knowledge.</p> <p>3.3. Take account of business considerations when providing advice and make adjustments accordingly.</p> <p>3.4. Assist customers with wine selections according to taste, price preferences and other specific needs.</p> |
| <p>4. Extend and update own knowledge of imported wines.</p> | <p>4.1. Conduct formal and informal research to access current, accurate and relevant information about imported wines.</p> <p>4.2. Identify trends in customer tastes based on direct contact and workplace interaction.</p> <p>4.3. Source information on current and emerging beverage service trends and customer preferences.</p> <p>4.4. Provide informed input about imported wines to support organisational activities.</p>                                  |

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.



| <b>SKILLS</b>                      | <b>DESCRIPTION</b>  |
|------------------------------------|---|
| Reading skills to:                 | <ul style="list-style-type: none"><li>comprehend detailed product information, promotional material and reviews about imported wines.</li></ul>   |
| Writing skills to:                 | <ul style="list-style-type: none"><li>summarise notes, and record information in basic documents, information sheets and files.</li></ul>         |
| Oral communication skills to:      | <ul style="list-style-type: none"><li>discuss and debate different ideas and opinions about products.</li></ul>                                   |
| Learning skills to:                | <ul style="list-style-type: none"><li>review own knowledge of imported wines and participate in activities that continuously update it.</li></ul> |
| Problem-solving skills to:         | <ul style="list-style-type: none"><li>identify product faults and make judgments about appropriate remedial action.</li></ul>                     |
| Planning and organising skills to: | <ul style="list-style-type: none"><li>schedule regular checks on the storage of beverage products.</li></ul>                                      |
| Self-management skills to:         | <ul style="list-style-type: none"><li>take responsibility for sourcing and updating current and emerging product information.</li></ul>           |

## Unit Mapping Information

SITHFAB306 Provide advice on imported wines

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITHFAB013 Provide advice on imported wines

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- discuss the characteristics of imported wines with different customers on three different occasions referencing wines from both old world and new world regions as listed in the knowledge evidence
- demonstrate the correct application of each of the following sensory evaluation techniques to evaluate wines:
  - assessing balance of wine features on the palate
  - smell or nose appraisal
  - taste appraisal
  - visual appraisal
- provide current, accurate and relevant advice to each of the above customers on their selection to meet different taste and price preferences
- maintain and continuously extend personal product knowledge to enhance organisational activities.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- full range of sensory evaluation techniques and their relevance to different types of wines:
  - assessing balance of wine features on the palate
  - smell or nose appraisal:
    - techniques for releasing aroma and bouquet
    - recognising 'off' odours
    - assessing intensity of aromas
    - describing smell characteristics
    - assessing age
  - taste appraisal:
    - techniques for releasing wine flavours (sucking in air, swirling wine over taste buds)
    - spitting techniques

- recognising acidity, sweetness, weight or body, length, note, and wine faults
- visual appraisal:
  - wine swirling and glass handling
  - use of light and background
  - intensity and type of colour
  - clarity
  - identifying ‘legs’ or ‘tears’ to assess alcohol or glycerol content
- structure, history, trends and philosophies of:
  - international wine industry
  - major international wine producing nations
  - general understanding of the operation of wine shows and wine medal systems in an international context
- characteristics of major imported wines from:
  - old world regions:
    - France
    - Italy
    - Spain
    - other European countries
  - new world regions:
    - New Zealand
    - South Africa
    - South America
- characteristics for each wine region:
  - different wine types and their styles
  - different production methods
  - label terminology and interpretation
  - major regional variations
  - principal grape varieties used in wine types
  - a broad overview of wine production and naming laws
- past, current and emerging trends in the imported wine industry:
  - contemporary eating and drinking habits
  - cultural and ethnic influences
  - major events and festivals
  - media influence
- seasonal and popular influences
- broad overview of relevant geography and its impact on wine growing
- impact of the vineyard and viticultural techniques affecting the taste and style of wine
- annual cycle of a general vineyard and regional specific cycles
- wine production methods and variations for white, red, sparkling and fortified wines:
  - basic wine production steps and variations for different wines

- old world approaches to wine making and attitudes to new world wine making
- specific production techniques for:
  - white wine
  - red wine
  - sparkling wines
  - fortified wines
- factors that affect the style and quality of wine:
  - climate
  - soil
  - grape variety
  - viticultural techniques
  - storage
  - vinification techniques
- key structural components in wine and their impact on taste:
  - alcohol
  - tannin
  - sugar
  - fruit flavour
- indicators of quality in wines and analysis and diagnosis of wine faults or impairments:
  - oxidation
  - tartrates
  - cloudiness
  - cork faults
  - presence of hydrogen sulphide
- organisational activities for which knowledge of imported wines is required:
  - conducting product tastings and tours
  - providing product advice and selling beverages to customers
  - selecting or assisting with selection of products from suppliers
  - writing or providing input into:
    - beverage menus
    - beverage lists
  - food and beverage matching menus
- wine service techniques:
  - serving aged wines
  - processes for decanting wine
- storage and cellaring requirements for a range of wines and reasons for them:
  - amount of ultraviolet (UV) light
  - humidity
  - shelf life
  - stock rotation

- temperature fluctuations
- vibrations
- contributing factors of a successful wine list
- business considerations in the provision of information and advice on wines:
  - current stock
  - profitability requirements
  - range being promoted
  - stock availability
  - supplier arrangements
- overview of types of foods that match successfully with different wines
- formal and informal research methods to extend and update knowledge:
  - attending trade shows
  - attending wine tastings
  - joining associations and industry bodies
  - reading general and trade media and supplier information
  - reading wine reference books
  - talking to product suppliers, winemakers and vineyard managers
  - using the internet.

## Assessment Conditions

Skills must be demonstrated in an operational wine sales or service environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- fixtures and large equipment:
  - bar service area
  - refrigerator
  - storage area for glassware and drinks
- stock:
  - wide commercial range of imported wines from the regions specified in the performance evidence
- organisational specifications:
  - price lists
  - promotional materials
  - product information, product reviews and information on production methods
  - promotional materials and details of presentation sessions
  - reference texts on imported wines
  - organisational safety procedures

- wine lists
- industry realistic ratios of staff to customers; these can be:
  - staff and customers in an industry workplace during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# SITHFAB014 Provide table service of food and beverage

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to provide quality table service of food and beverage in à la carte or fine-dining settings. It covers high order service techniques to prepare the restaurant for the service period, provide food and beverage advice to customers, serve and clear food and beverages, and complete end of service tasks.

Fundamental technical skills for food and beverage service are covered by the unit SITHFAB007 Serve food and beverage.

This unit applies to hospitality organisations where table service of food and beverage is provided, such as restaurants, dining rooms and function venues.

It applies to food and beverage attendants who work with some independence and under limited supervision. They may provide operational advice and support to team members.

The sale and service of alcohol is subject to the provisions of Responsible Service of Alcohol (RSA) law in each state and territory of Australia. Skills and knowledge for compliance with this law are covered by the prerequisite unit SITHFAB002 Provide responsible service of alcohol.

## Pre-requisite Unit

SITHFAB002 Provide responsible service of alcohol

SITXFSA001 Use hygienic practices for food safety

## Competency Field

Food and Beverage

## Unit Sector

Hospitality

## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential outcomes.

1. Prepare restaurant for service.
2. Provide food and beverage advice to customers.
3. Serve and clear meals.
4. Serve and clear alcoholic beverages.

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Access organisational information and prioritise and sequence tasks for the service period.
- 1.2. Complete set up of dining area and mise en place requirements according to style of service and menu options.
- 1.3. Check and adjust dining environment to ensure comfort and ambience for customers.
- 2.1. Welcome customers on arrival and offer available pre-meal services.
- 2.2. Allocate tables, seat customers, and provide napkin service.
- 2.3. Present food and beverage menus and provide product information.
- 2.4. Give clear explanations and descriptions and use correct terminology and pronunciation to describe food and beverage menu options.
- 2.5. Answer questions and make recommendations to assist with food and beverage selection.
- 2.6. Assist customers with selection of food and beverage matching and promote or upsell products.
- 2.7. Take customer orders, verify selection, and operate ordering system according to organisational procedures.
- 2.8. Provide and adjust glassware, service-ware and cutlery suitable for food and beverage choices.
- 3.1. Monitor flow of service and meal delivery, promptly resolve delays or deficiencies in service, and advise or reassure customers.
- 3.2. Collect meals from kitchen and check for accuracy and presentation.
- 3.3. Use appropriate techniques to carry and place plates containing meals and serve to the correct person.
- 3.4. Check customer satisfaction at the appropriate time.
- 3.5. Use appropriate techniques to clear and carry multiple used plates and other service-ware.
- 3.6. Clear used items at the appropriate time during service with minimal disruption to customers.
- 4.1. Select beverages and check both temperature and presentation prior to serving.



- 4.2. Load, carry and unload trays where required, safely and avoiding spillage.
  - 4.3. Present beverages selected by customers and verify choice.
  - 4.4. Open and serve beverages correctly, safely and without spillage.
  - 4.5. Pour beverages as required according to organisational and industry standards.
  - 4.6. Refill glasses during service, with minimal disruption to customers.
  - 4.7. Remove used and unused glassware from tables at the appropriate time.
5. Work cooperatively as part of the service team.
- 5.1. Liaise with kitchen, bar and other waiting staff before, during and after service to maximise efficient customer service.
  - 5.2. Complete end of shift duties.
  - 5.3. Provide handover to incoming restaurant colleagues and share relevant information.
  - 5.4. Review and evaluate services with colleagues and suggest service improvements.
  - 5.5. Undertake tasks according to environmental considerations.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| SKILLS                               | DESCRIPTION  |
|--------------------------------------|--|
| Reading skills to:                   | <ul style="list-style-type: none"> <li>• read food and beverage menu items and organisational procedures.</li> </ul>   |
| Writing skills to:                   | <ul style="list-style-type: none"> <li>• record customer orders and write clear and precise notes on special requests.</li> </ul>  |
| Oral communication skills to:        | <ul style="list-style-type: none"> <li>• use active listening and open and closed probe questioning to determine customer preferences</li> <li>• discuss causes of service delay or deficiencies with customers and colleagues.</li> </ul>             |
| Numeracy skills to:                  | <ul style="list-style-type: none"> <li>• calculate timing of service across multiple tables.</li> </ul>  |
| Initiative and enterprise skills to: | <ul style="list-style-type: none"> <li>• evaluate the standard of presentation of the dining area against organisational standards</li> <li>• recognise delays and deficiencies in food service and rectify to the customer's satisfaction.</li> </ul> |

- Planning and organising skills to:
- monitor flow of service and meal delivery and serve and clear food at the appropriate time during service.
- Technology skills to:
- use organisational ordering systems and equipment.

## Unit Mapping Information

SITHFAB307 Provide table service of food and beverage

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITHFAB014 Provide table service of food and beverage

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- prepare for and provide table service of food and beverage over a minimum of 12 service periods
- provide full explanations and advice on food and beverage menu options during each service period
- interact with and respond to customers during above service periods in a professional manner and in response to demands and requests relating to:
  - information on beverages and food
  - location of customer facilities
  - menu choices and availability
  - recommendations for food and beverage
  - specials
- demonstrate ability to:
  - work with speed and efficiency
  - deal with numerous service and operational tasks simultaneously
  - work cooperatively as part of the service team to maximise work flow and service efficiency.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- work flow structures for service in food and beverage service environments
- roles and responsibilities of a range of food and beverage attendants
- meaning of mise en place for food and beverage service and mise en place requirements for service styles specified in the performance evidence and different menu options
- organisational procedures to set up a dining venue:
  - checking and preparing equipment and materials for service
  - checking dining environment and customer facilities for cleanliness, and preparing and adjusting as appropriate

- checking tables and table settings for stability and access for customers and service personnel
- setting up furniture according to legislative and organisational requirements, bookings, customer requests, and customer and staff convenience and safety
- table dressing
- organisational and traditional standards for table settings of glassware, crockery and cutlery
- ways of dressing and setting tables for service styles specified in the performance evidence for restaurants and functions
- napkin folding styles for different restaurant and function settings and occasions
- organisational and traditional dining room set-ups for different types of restaurant and function venues:
  - furniture
  - seating
  - decoration
- organisational end of shift duties:
  - clearing, cleaning or dismantling work area, furniture and equipment
  - disposing of food waste, disposables and recyclables
  - general cleaning of service area and customer facilities
  - removing used items from service area and transferring them to appropriate location for cleaning
  - setting up for next service:
    - polishing cutlery and glassware
    - storing service-ware, flatware and glassware in allocated storage areas
    - resetting and dressing tables
    - storing and preparing equipment for next service
- food and beverage service styles and types of menus used in different hospitality contexts:
  - buffet
  - tray
  - plate
  - silver service
- comprehensive product knowledge of food and beverage items offered during the service specified in the performance evidence
- features and uses of different types of glassware for different beverages
- techniques for:
  - carrying and placing plates containing meals
  - clearing and carrying multiple used plates and other service-ware
  - opening and pouring still and sparkling wines and other beverages
- features of industry and organisation-specific:
  - computerised ordering systems
  - work flow between kitchen and front of house areas

- ordering and service procedures
- closing procedures for the dining venue
- environmental impacts of food and beverage service and minimal impact practices to reduce them, especially those that relate to reusable resources, water and energy use
- correct and environmentally sound disposal methods for food and beverage waste.

## Assessment Conditions

Skills must be demonstrated in an operational food and beverage outlet. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- fixtures and large equipment:
  - sideboards or crockery and cutlery storage areas
  - coffee and tea making facilities
  - minimum of 15 chairs
  - minimum of five tables
- small equipment:
  - bread baskets
  - butter dishes
  - condiments and accompaniments
  - cruets and pepper mills
  - cutlery:
    - main and entrée knives and forks
    - soup and dessert spoons
    - teaspoons
    - side knives
    - serving utensils
  - food service-ware
  - glassware for alcoholic and non-alcoholic beverages
  - ice buckets and wine stands
  - linen/table dressing:
    - tablecloths
    - overlays
    - placemats
    - napkins/serviettes
  - milk and sugar containers
  - service cloths for wine service
  - service trays, platters and doilies

- service utensils
- standard range of glassware for the service of:
  - beer
  - cocktails
  - spirits
  - wine
- tea and coffee pots
- tea and coffee service-ware
- waiter's cloths
- waiter's friend
- waiter's station
- water jugs
- wine baskets
- stock:
  - ice
  - freshly prepared meals:
    - entrées
    - main courses
    - accompaniments
    - desserts
    - cheeses
  - wide commercial range of non-alcoholic beverages
  - wide commercial range of:
    - bottled and canned beers
    - wines
    - spirits
- cleaning materials and equipment:
  - brooms, brushes and dustpans
  - cleaning cloths
- organisational specifications:
  - equipment manufacturer instructions
  - commercial food and beverage menus currently used by the hospitality industry
  - standard recipes for non-alcoholic drinks currently used by the hospitality industry
  - promotional materials
  - wine lists
- kitchen staff with whom the individual can interact
- industry-realistic ratio of service staff to customers; these can be:
  - customers in an industry workplace during the assessment process; or

- individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## **SITHFAB015 Provide silver service**

### **Modification History**

Not applicable.

### **Application**

This unit describes the performance outcomes, skills and knowledge required to provide full silver service in a fine-dining restaurant. It requires the ability to prepare tables for silver service and use silver service techniques to serve meals.

The unit applies to hospitality organisations where silver service of food is provided, such as à la carte or fine-dining restaurants.

Silver service standard refers to superior table service in a fine-dining setting where diners are provided with a high level of personalised attention and table service. Some menu items may also be prepared and served at the table rather than being ready plated in the kitchen.

The unit applies to senior food and beverage attendants who operate independently or with limited guidance from others. They may provide operational advice and support to team members.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### **Pre-requisite Unit**

SITXFSA001 Use hygienic practices for food safety

### **Competency Field**

Food and Beverage

### **Unit Sector**

Hospitality



## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential outcomes.

1. Prepare tables for silver service.
2. Work in cooperation with kitchen staff.
3. Use silver service techniques to serve meals.

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Prepare tables to silver service standard, with the appropriate equipment and utensils for designated menu.
- 1.2. Set tables to silver service standard, with the appropriate crockery, cutlery, glassware and silverware.
- 1.3. Evaluate the presentation of tables and make adjustments before commencing service period.
- 1.4. Change cutlery on the table in silver service style and at the appropriate time, to suit customer choice of menu items.
- 2.1. Liaise with kitchen staff in a professional manner to ensure correct preparation, presentation and timing of meals.
- 2.2. Establish appropriate relationship with chef to ensure that silver service between the kitchen and dining room is maintained effectively.
- 3.1. Complete mise en place requirements for silver service menu options.
- 3.2. Select correct utensils and equipment for silver service.
- 3.3. Balance servers correctly and position them appropriately at the table for silver service.
- 3.4. Serve food items correctly, using appropriate silver service techniques.
- 3.5. Portion and place food and condiments correctly, based on advice from kitchen or head waiter.
- 3.6. Handle hot dishes carefully and provide advice to customers.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

### SKILLS

### DESCRIPTION

- |                               |   |
|-------------------------------|---|
| Reading skills to:            | • interpret menus to determine the table setting requirements.                          |
| Oral communication skills to: | • discuss precision timing and presentation of meals with chef and other kitchen staff. |

- Numeracy skills to:
- calculate portions and quantities for individual plate service.
- Problem-solving skills to:
- evaluate the standard of presentation of the tables against organisational and traditional silver service standards.
- Teamwork skills to:
- work closely and harmoniously with chef and other kitchen staff to ensure precision service of customer meals.
- Planning and organising skills to:
- select appropriate service-ware for a given menu and efficiently prepare tables to silver service standard in advance of the service period.
- Technology skills to:
- select and use silver service equipment and utensils for a given menu.

## Range of Conditions

## Unit Mapping Information

SITHFAB308 Provide silver service

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITHFAB015 Provide silver service

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- prepare for and use silver service techniques for service of entrées, main courses, desserts and cheeses over three service periods
- serve meals from each of the following major food types using silver service techniques during the above service periods:
  - cheese or dairy products
  - condiments and accompaniments
  - dessert
  - seafood
  - fruits
  - garnishes
  - hors d'oeuvres or appetisers
  - meat or poultry
  - salads
  - sauces
  - vegetables
- select and use the correct silver service utensils, equipment, table service-ware, crockery, cutlery and glassware for the dishes and beverages served
- work to commercially-realistic timeframes and demonstrate ability to deal with multiple silver service tasks simultaneously.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- processes involved in preparing tables for silver service:
  - folding napkins
  - placing chairs in correct position
  - polishing cutlery, glassware and crockery
  - selecting and setting up linen, glassware, cutlery and crockery according to menu requirements

- organisational and traditional industry standards for silver service table setting of glassware, crockery and cutlery
- silver service techniques for the major food types specified in the performance evidence
- features and uses of the following items for each of the main food types specified in the Performance Evidence:
  - silver service utensils and equipment
  - different crockery and cutlery
  - service-ware for garnishes and accompaniments
- features and uses of different types of glassware for different beverages
- mise en place requirements for silver service menu options.

## Assessment Conditions

Skills must be demonstrated in an operational food and beverage outlet. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- fixtures and large equipment:
  - minimum of 15 chairs
  - minimum of five tables
- small equipment:
  - bread baskets
  - butter dishes
  - candles and matches or lighter
  - carafes for decanting wine
  - condiments and accompaniments
  - cruets and pepper mills
  - cutlery appropriate for designated menu items to be served
  - docket books
  - food service-ware:
    - side plates
    - main plates
    - dessert bowls
    - coupes
    - entrée plates
    - soup bowls
  - heated plates and hot serving utensils
  - linen/table dressing:
    - tablecloths

- overlays
- placemats
- napkins/serviettes
- milk and sugar containers
- service trays, platters and doilies
- service cloths for wine service
- serving utensils
- standard range of glassware for the service of alcoholic and non-alcoholic beverages
- table crumber
- tea and coffee service-ware
- waiter's friend
- water jugs
- white cotton gloves
- wine baskets
- stock:
  - meals from all the major food types, and for entrees, main courses, accompaniments, desserts and cheeses
  - wide commercial range of alcoholic and non-alcoholic beverages
- organisational specifications:
  - food and beverage menus
- kitchen staff with whom the individual can interact
- industry-realistic ratio of service staff to customers; these can be:
  - customers in an industry workplace during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## SITHFAB016 Provide advice on food

### Modification History

Not applicable.

### Application

This unit describes the performance outcomes, skills and knowledge required to provide accurate information and advice on different menu options. It requires the ability to evaluate organisational menu items, provide advice to customers on their menu selection, contribute to menu design, and continuously extend personal product knowledge of food and cuisines.

The unit applies to hospitality organisations that serve food, including hotels, restaurants, cafes, wineries, fine food outlets and clubs.

It applies to food and beverage attendants who operate with some level of independence and under limited supervision to provide advice to others about menu selection.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### Pre-requisite Unit

Nil

### Competency Field

Food and Beverage

### Unit Sector

Hospitality

### Elements and Performance Criteria

#### ELEMENTS

Elements describe the essential outcomes.

#### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- |  |   |
|--|---|
| 1. Research information on food.         | <ul style="list-style-type: none"> <li>1.1. Identify sources of information on food.</li> <li>1.2. Develop current knowledge of food to provide informed customer advice.</li> <li>1.3. Evaluate the characteristics of organisational menu items using sensory evaluation techniques.</li> </ul>   |
| 2. Advise customers on menu items.       | <ul style="list-style-type: none"> <li>2.1. Provide accurate information on different menu options.</li> <li>2.2. Discuss methods of cooking and different culinary styles in clear and simple language.</li> <li>2.3. Respond correctly and in a professional manner to customer questions on menu items.</li> <li>2.4. Provide information and advice on menu items in response to special dietary requirements and in line with business considerations.</li> <li>2.5. Offer variations to menu items in response to customer preferences and dietary requirements.</li> <li>2.6. Assist customers with menu selections according to taste, price preferences and other specific needs.</li> </ul> |
| 3. Contribute to menu development.       | <ul style="list-style-type: none"> <li>3.1. Discuss and contribute to content of menus with appropriate managers.</li> <li>3.2. Suggest a variety of menu items at different cost points to reflect the type of food outlet.</li> <li>3.3. Provide information on customer feedback and preferences.</li> <li>3.4. Nominate preferences of particular target groups.</li> <li>3.5. Identify bestselling menu items to contribute to organisational profitability.</li> </ul>  |
| 4. Extend and update own food knowledge. | <ul style="list-style-type: none"> <li>4.1. Conduct research to access current, accurate and relevant information about food.</li> <li>4.2. Identify customer taste trends based on customer contact and workplace experience.</li> <li>4.3. Source information on current and emerging food service trends and customer preferences.</li> <li>4.4. Provide informed input about food trends and menu items to support organisational activities.</li> </ul>  |

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| <b>SKILLS</b> | <b>DESCRIPTION</b> |
|---------------|--------------------|
|---------------|--------------------|

- Reading skills to:
- comprehend detailed product information, promotional material, menus, recipes and reviews about cuisines.
- Writing skills to:
- summarise notes on customer feedback to inform own knowledge and menu development, and record information in basic documents, information sheets and files.
- Oral communication skills to:
- interact effectively with diverse customers to listen to their preferences, discuss menu items using language appropriate to their knowledge, and provide advice about food selections.
- Learning skills to:
- review own knowledge of foods and food service trends and participate in activities that continuously update it.
- Problem-solving skills to:
- recognise customer preferences and adjust advice to take account of them.

## Unit Mapping Information

SITHFAB309 Provide advice on food

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>



# Assessment Requirements for SITHFAB016 Provide advice on food

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- discuss the characteristics of each of the major food types listed in the knowledge evidence with at least three different customers
- demonstrate the correct application of each of the following sensory evaluation techniques to evaluate food:
  - smell or nose appraisal
  - taste appraisal
  - visual appraisal
- provide current, accurate and relevant advice to each of the above customers on their selection to meet different taste and price preferences
- maintain and continuously extend personal food and menu knowledge to enhance workplace activities.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- major food types and their characteristics:
  - appetisers
  - cheeses
  - fruits and vegetables
  - meat, fish and seafood
  - salads
  - sauces and accompaniments
  - soups
  - sweets and desserts
- information relating to the above major food types:
  - ingredients
  - major suppliers
  - methods of preparation, cooking and production
  - origins and cultural background and issues

- presentation styles
- service styles
- suitability for different customers
- typical or suitable accompaniments and garnishes
- past, current and emerging trends in the Australian food industry:
  - contemporary eating habits
  - cultural and ethnic influences
  - major events and festivals
  - media influence
  - seasonal and popular influences
- current information on:
  - food and beverage festivals
  - market trends
  - organisation:
    - menus and specials
    - promotional activities
    - trends
    - promotional activities
  - seasonal produce
  - typical foods and wines of the local area
- meaning of:
  - drug-food interactions
  - food allergy
  - food intolerance
  - genetically modified foods
- organisational activities for which knowledge of major food types is required:
  - conducting product tastings
  - providing product advice and selling food to customers
  - selecting or assisting with selection of products from suppliers
  - writing or providing input into menus
- groups that have specific dietary requirements to be considered:
  - athletes
  - health care customers
  - infants, children and adolescents
  - international tourists
  - older people
  - people from different socio economic groups
  - people from specific cultural or religious groups
  - students
  - those with particular nutritional interests

- young people
- business considerations in the provision of information and advice on food:
  - current stock
  - profitability requirements
  - responsible service of alcohol
  - stock availability
  - supplier arrangements
- formal and informal research methods to extend and update knowledge:
  - attending trade shows
  - attending food tastings
  - joining associations and industry bodies
  - reading general and trade media and supplier information
  - reading food reference books
  - talking to chefs, cooks, other food personnel and product suppliers
  - using the internet
- key health and legal consequences of failing to address special dietary requirements
- primary components of Dietary Guidelines for Australians, in particular those for older Australians, children and adolescents.

## Assessment Conditions

Skills must be demonstrated in an operational restaurant or food and beverage outlet. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- stock:
  - ingredients to prepare meals from all the major food types and for entrees, main courses, accompaniments, desserts and cheeses
- Dietary Guidelines for Australians
- organisational specifications:
  - current food and cuisine product information in:
    - descriptive menus
    - recipes
    - media reviews
    - information databases
    - promotional information
  - food menus
- kitchen staff with whom the individual can interact

- industry-realistic ratio of service staff to customers; these can be:
  - customers in an industry workplace during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# SITHFAB017 Provide advice on food and beverage matching

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to evaluate a range of beverages and their compatibility with different food items and cuisines, provide advice to customers on their selection, and continuously extend personal product knowledge to enhance customer service. Beverages can include wine, beer, spirits and liqueurs.

The unit applies to hospitality organisations that serve food and beverage, including hotels, restaurants, wineries, fine food outlets and clubs. Advice on food and beverage matching might also be provided by wholesalers to hospitality outlets and by retail liquor outlets to retail customers.

The unit applies to frontline sales and operational personnel who operate with some level of independence and under limited supervision to provide advice to others about the matching of beverages to food items and cuisines. This includes beverage sales consultants, bar specialists, sommeliers, and other senior bar and food and beverage attendants.

The sale and service of alcohol is subject to the provisions of Responsible Service of Alcohol (RSA) law in each state and territory of Australia. Skills and knowledge for compliance with this law are covered by the prerequisite unit SITHFAB002 Provide responsible service of alcohol.

## Pre-requisite Unit

SITHFAB002 Provide responsible service of alcohol

## Competency Field

Food and Beverage

## Unit Sector

Hospitality

## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential outcomes.

#### 1. Evaluate foods and beverages.

#### 2. Provide advice on food and beverage compatibility.

#### 3. Extend and update own knowledge of food and beverage compatibility.

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1.1. Assess the compatibility of both Australian and imported wines with various food items and cuisines.

1.2. Assess the compatibility of beers, spirits and liqueurs with various food items and cuisines.

1.3. Determine the ways in which different methods of cooking affect food compatibility with different beverages.

1.4. Evaluate the ways in which food features affect interactions with different beverages.

1.5. Determine the ways in which beverage production techniques affect beverage compatibility with different foods.

2.1. Provide informed opinions and ideas to support the selection of compatible food and beverage items.

2.2. Exchange and discuss options, ideas and information in a manner that builds positive rapport with customers and colleagues.

2.3. Provide tailored food and beverage matching advice that is appropriate to the specific need.

2.4. Take account of business considerations when providing advice.

2.5. Adapt and adjust advice appropriately to meet particular organisational requirements.

3.1. Conduct research to access information on current and emerging food and beverage service trends and customer preferences.

3.2. Identify customer taste trends based on customer contact and workplace interaction.

3.3. Provide informed input about food and beverage matching to support organisational activities.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| <b>SKILLS</b>                  | <b>DESCRIPTION</b>  |
|--------------------------------|---|
| Reading skills to:             | <ul style="list-style-type: none"> <li>• comprehend detailed product information, promotional material and reviews about cuisines and beverages.</li> </ul>   |
| Writing skills to:             | <ul style="list-style-type: none"> <li>• summarise notes, and record information in basic documents, information sheets and files.</li> </ul>   |
| Oral communications skills to: | <ul style="list-style-type: none"> <li>• interact effectively with diverse customers to:               <ul style="list-style-type: none"> <li>• listen to customer preferences</li> <li>• discuss and debate different ideas and opinions using language appropriate to customers' knowledge</li> <li>• provide advice about food and beverage matching.</li> </ul> </li> </ul> |
| Learning skills to:            | <ul style="list-style-type: none"> <li>• review own knowledge of food and beverage compatibility and participate in activities that continuously update it.</li> </ul>  |
| Problem-solving skills to:     | <ul style="list-style-type: none"> <li>• adjust advice to take account of any customer budget constraints.</li> </ul>   |
| Teamwork skills to:            | <ul style="list-style-type: none"> <li>• share current knowledge and new information with colleagues.</li> </ul>  |
| Self-management skills to:     | <ul style="list-style-type: none"> <li>• take responsibility for sourcing and updating current and emerging product information.</li> </ul>   |

## Unit Mapping Information

SITHFAB310 Provide advice on food and beverage matching

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITHFAB017 Provide advice on food and beverage matching

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- discuss the characteristics of each of the major food types listed in the knowledge evidence and their compatibility with different beverages with at least three different customers
- explain to the above customers how the following features affect compatible food and beverage matches:
  - aroma
  - taste or flavour
  - temperature
  - texture
  - cookery method
- provide current, accurate and relevant advice to each of the above customers on their selection to meet different taste and price preferences
- maintain and continuously extend personal food, beverage and menu knowledge to enhance workplace activities.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- major food types, their characteristics and how those characteristics affect compatibility with beverages:
  - appetisers
  - cheeses
  - fruits and vegetables
  - meat, fish and seafood
  - salads
  - sauces and accompaniments
  - soups
  - sweets and desserts



- the following major methods of cookery and their impact in regard to food and beverage matching:
  - baking
  - boiling
  - braising
  - deep-frying
  - grilling
  - pan-frying
  - poaching
  - roasting
  - shallow frying
  - steaming
  - stewing
  - stir-frying
- the following beverage production techniques and their impact in regard to food and beverage matching:
  - bottling or packaging processes
  - brewing practice
  - chemical components
  - fermentation processes
  - maturation processes
  - variations in raw products
- compatibility of the beers, spirits and liqueurs with various food items and cuisines
- compatibility of Australian and imported wines with major food items and cuisines
- overview of the chemistry of primary food and beverage components
- different ways that alcohol is used in cooking and the impact on food items
- traditional and contemporary food and beverage matches across above cuisines, food types and beverage styles
- current and emerging trends in food and beverage matching in Australia and internationally:
  - contemporary eating and drinking habits
  - cultural and ethnic influences
  - developments in particular countries or cuisines
  - economic trends
  - health and fitness issues
  - major events and festivals
  - media influence
  - new ideas from chefs
  - seasonal and popular influences
- organisational activities for which knowledge of major food types is required:
  - conducting product tastings

- providing product advice and selling food and beverage to customers
- selecting or assisting with selection of products from suppliers
- writing or providing input into food and beverage menus or beverage lists
- writing or providing input into food and beverage matching menus
- business considerations in the provision of information on food and beverage matching:
  - current stock
  - profitability requirements
  - responsible service of alcohol
  - stock availability
  - supplier arrangements
- formal and informal research methods to extend and update knowledge:
  - attending trade shows
  - attending food and cooking demonstrations
  - attending wine tastings
  - joining associations and industry bodies
  - reading general and trade media and supplier information
  - reading wine and beverage reference books
  - talking to chefs, cooks and other food service personnel
  - talking to product suppliers, winemakers and vineyard managers
  - using the internet
- factors to consider in achieving a balance between food and beverages on a menu.

## Assessment Conditions

Skills must be demonstrated in an operational restaurant or food and beverage outlet. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- stock:
  - meals from all the major food types and for entrees, main courses, accompaniments, desserts and cheeses
  - wide commercial range of alcoholic beverages:
    - Australian and imported wines
    - beers, spirits and liqueurs
- organisational specifications:
  - current beverage product information in sales kits, brochures, product manuals, and supplier information kits
  - current food information in recipes and descriptive menus

- information databases and computerised information sources
- food and beverage menus
- kitchen staff with whom the individual can interact
- industry-realistic ratio of service staff to customers; these can be:
  - customers in an industry workplace during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## SITHFAB018 Provide gueridon service

### Modification History

Not applicable.

### Application

This unit describes the performance outcomes, skills and knowledge required to provide gueridon service in a fine dining restaurant. It requires the ability to prepare gueridon trolleys and equipment, and prepare and serve gueridon menu items.

The unit applies to hospitality organisations where gueridon service of food is provided, such as à la carte or fine-dining restaurants.

It applies to experienced food and beverage attendants who work with some independence and under limited supervision. They may provide operational advice and support to team members.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### Pre-requisite Unit

SITXFSA001 Use hygienic practices for food safety

### Competency Field

Food and Beverage

### Unit Sector

Hospitality

### Elements and Performance Criteria

#### ELEMENTS

Elements describe the essential outcomes.

#### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Prepare and maintain gueridon trolleys and equipment.
  - 1.1. Stock trolleys with clean implements, utensils and linen according to menu requirements.
  - 1.2. Polish and clean equipment according to organisational procedures and food safety procedures.
  - 1.3. Select ingredients according to menu requirements.
  - 1.4. Examine ingredients for quality and condition prior to display on the trolley.
  - 1.5. Present and display foods effectively using their colours, varieties and shapes to attract customers.
  - 1.6. Position trolleys appropriately for customers to view.
  - 1.7. Clear and clean trolleys hygienically.
2. Recommend and sell foods and dishes to customers.
  - 2.1. Explain dish names correctly to customers, using appropriate language and terminology, to assist them in selection.
  - 2.2. Explain the nature and features of gueridon service to customers.
  - 2.3. Name, explain and show ingredients of food items and preparation methods.
3. Prepare and serve foods.
  - 3.1. Prepare gueridon food dishes correctly to standard recipes according to food safety procedures.
  - 3.2. Carve and serve meats, fish and poultry according to customer preferences.
  - 3.3. Prepare appropriate accompaniments and finishing ingredients.
  - 3.4. Involve customers in preparation process and invite them to select ingredients, choose the finishing method and determine the size of portions.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| SKILLS                        | DESCRIPTION  |
|-------------------------------|--|
| Reading skills to:            | <ul style="list-style-type: none"> <li>• read and interpret menus to determine gueridon service requirements.</li> </ul>                             |
| Oral communication skills to: | <ul style="list-style-type: none"> <li>• interact effectively with customers to explain gueridon service and explain and sell menu items.</li> </ul> |
| Numeracy skills to:           | <ul style="list-style-type: none"> <li>• calculate ingredients for gueridon menu items and serving portions for individual customers.</li> </ul>     |

- Problem-solving skills to:
- evaluate presentation of gueridon trolley against traditional industry service standards.
- Planning and organising skills to:
- efficiently prepare gueridon equipment and ingredients for a given menu in advance of the service period
  - identify deficiencies in equipment and ingredients and make adjustments to ensure standards are met.
- Self-management skills to:
- manage own speed, timing and productivity.
- Technology skills to:
- select and use gueridon service equipment and utensils for a given menu.

## Unit Mapping Information

SITHFAB311 Provide gueridon service

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITHFAB018 Provide gueridon service

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- prepare for and use gueridon service techniques for service of entrées, main courses, desserts and cheeses over at least three service periods
- serve meals from each of the following major food types at least once using silver service techniques during the above service periods:
  - teas or coffees
  - condiments, garnishes or accompaniments
  - flambé foods
  - seafood
  - fruits
  - cheese
  - hors d'oeuvres or appetisers
  - meat or poultry
  - petits fours
  - salads or vegetables
  - sauces
- select and safely use appropriate gueridon equipment for the dishes served
- work to commercially-realistic timeframes and demonstrate ability to deal with multiple gueridon service tasks simultaneously.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- historical origins of gueridon service
- organisational and traditional industry standards for gueridon service
- gueridon cooking, carving and service techniques for the major food types specified in the performance evidence
- for the main food types specified in the performance evidence:
  - features and uses of gueridon trolleys
  - features and uses of gueridon cooking and service utensils

- features and uses of service-ware for gueridon dishes
- techniques for displaying foods effectively on gueridon trolleys using their colours, varieties and shapes.

## Assessment Conditions

Skills must be demonstrated in an operational restaurant or food and beverage outlet. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- small equipment:
  - bowls
  - burner
  - carving boards
  - condiments and accompaniments
  - cruets and pepper mills
  - cutlery:
    - main and entrée knives and forks
    - soup and dessert spoons
    - teaspoons
    - side knives
  - docket books
  - food service-ware:
    - side plates
    - main plates
    - dessert bowls
    - coupes
    - entrée plates
    - soup bowls
  - fuel
  - gueridon cooking and serving utensils
  - gueridon trolleys
  - lighter
  - linen
  - service crockery
  - serving utensils
  - towels for hand cleaning
- stock:



- meals from all the major food types and for entrées, main courses, accompaniments, desserts and cheeses
- cleaning materials and equipment:
  - cleaning cloths
  - commercial cleaning, sanitising agents and chemicals for cleaning restaurant service equipment
- organisational specifications:
  - food menus
  - safety data sheets (SDS) for cleaning chemicals or plain English workplace documents or diagrams that interpret the content of SDS
- industry-realistic ratio of service staff to customers; these can be:
  - customers in an industry workplace during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# SITHFAB019 Plan and monitor espresso coffee service

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to coordinate operational aspects of espresso coffee service for an outlet. It requires the ability to develop menus, provide specialist advice to customers and staff, monitor the overall quality of espresso beverages, and maintain equipment.

The unit applies to any hospitality organisation that serves espresso coffee beverages, including cafes, restaurants, bars, clubs, function and event venues.

It applies to senior personnel who operate independently or with limited guidance from others and who have substantial specialist knowledge of coffee, its history and presentation.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## Pre-requisite Unit

Nil

## Competency Field

Food and Beverage

## Unit Sector

Hospitality

## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential outcomes.

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Plan coffee beverage service.
  - 1.1. Develop coffee beverage menus taking into consideration profit requirements, market focus, demographics and customer preferences.
  - 1.2. Select suppliers and roasters, and make purchases according to budget and quality.
  - 1.3. Liaise with suppliers and roasters to ensure coffee service meets organisational quality standards.
2. Provide specialist advice on espresso coffee beverages.
  - 2.1. Develop and update knowledge of types of coffee beverages.
  - 2.2. Respond to customer questions about espresso coffee beverages.
  - 2.3. Provide accurate information to staff on coffee beans, ground coffee and espresso coffee beverages.
  - 2.4. Promote coffee beverage appreciation at appropriate opportunities.
  - 2.5. Develop and display accurate customer information on espresso coffee beverages.
3. Monitor quality of coffee beverages.
  - 3.1. Identify desirable characteristics of superior espresso coffee beverages.
  - 3.2. Evaluate coffee beans to ensure freshness.
  - 3.3. Monitor grind and dose to ensure quality and consistency of espresso extraction.
  - 3.4. Monitor environmental variations affecting dose, and adjust the grind and dose accordingly.
  - 3.5. Evaluate espresso coffee beverage quality and diagnose faults and problems in quality of coffee beans, ground coffee and coffee beverages.
  - 3.6. Monitor coffee extractions and service, ensuring quality and consistency.
  - 3.7. Assess texture and temperature of milk served.
  - 3.8. Seek and follow-up feedback on coffee beverage quality from customers and staff.
  - 3.9. Ensure ingredients and accompaniments are stored appropriately in suitable containers and conditions.
  - 3.10. Ensure coffee beverages are presented correctly and attractively with suitable accompaniments.
4. Monitor and maintain equipment.
  - 4.1. Monitor espresso coffee machine and other equipment for efficiency and reliability of operation.
  - 4.2. Monitor temperature and water pressure.
  - 4.3. Develop environmentally sound cleaning, maintenance, waste disposal and recycling practices.
  - 4.4. Identify need for new equipment and service-ware taking into account relevant considerations and evaluate options.

- 4.5. Identify situations requiring use of specialist service technicians.
- 4.6. Schedule service calls and replacement of worn parts at appropriate times.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| SKILLS                             | DESCRIPTION  |
|------------------------------------|--|
| Reading skills to:                 | <ul style="list-style-type: none"> <li>• interpret:               <ul style="list-style-type: none"> <li>• detailed supplier product information</li> <li>• promotional material</li> <li>• reviews about coffee beans, ground coffee and coffee beverages</li> <li>• cleaning and maintenance procedures for espresso coffee machines and grinders</li> </ul> </li> <li>• research information on current and emerging coffee service trends and customer preferences.</li> </ul> |
| Writing skills to:                 | <ul style="list-style-type: none"> <li>• write comprehensive and creatively expressed menus to promote sales.</li> </ul>   |
| Oral communication skills to:      | <ul style="list-style-type: none"> <li>• explain coffee beverage items and their characteristics to customers.</li> </ul>  |
| Numeracy skills to:                | <ul style="list-style-type: none"> <li>• calculate and monitor temperature and water pressure for espresso machines</li> <li>• calculate quantities and costs for stock orders.</li> </ul>   |
| Learning skills to:                | <ul style="list-style-type: none"> <li>• continuously source information on current and emerging coffee service trends and synthesise this information for menu updates.</li> </ul>  |
| Problem-solving skills to:         | <ul style="list-style-type: none"> <li>• diagnose problems and faults in coffee beans, ground coffee and coffee beverages and make adjustments to ensure quality coffee beverages.</li> </ul>  |
| Planning and organising skills to: | <ul style="list-style-type: none"> <li>• schedule the regular servicing of espresso machines.</li> </ul>   |
| Self-management skills to:         | <ul style="list-style-type: none"> <li>• take responsibility for espresso service management and quality outputs.</li> </ul>   |
| Technology skills to:              | <ul style="list-style-type: none"> <li>• use espresso machines and monitor their efficiency and reliability.</li> </ul>  |

## Unit Mapping Information

SITHFAB401 Plan and monitor espresso coffee service

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## Assessment Requirements for SITHFAB019 Plan and monitor espresso coffee service

### Modification History

Not applicable.

### Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- coordinate the operational aspects of espresso coffee preparation for an outlet over at least six service periods
- monitor the consistency and quality of the following characteristics of espresso coffee beverages during above service:
  - appearance, including opacity or transparency
  - aroma
  - colour
  - flavour
  - freshness
  - presentation
  - taste
  - volume
- maintain commercial grade espresso coffee machines and grinders throughout each of the above service periods.

### Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- knowledge of current and emerging espresso coffee service trends through various sources:
  - associations and industry bodies
  - coffee beverage tastings
  - coffee reference books
  - general and trade media, and supplier information
  - product suppliers, roasters and other baristas
  - the internet
  - trade shows
- major types of espresso coffee beverages and their characteristics

- different types of milk, their characteristics and uses for different types of coffee beverages
- for coffee beans and blends:
  - special qualities and flavour characteristics arising from country and area of origin
  - physical and chemical properties
  - roasting techniques
  - effects of roasting and grinding
  - types of grind and freshness
  - flavour enhancers and essences
- impacts on flavour of coffee beverages of:
  - cleanliness of machines
  - water temperature and pressure
- organisational and industry standards for:
  - service-ware used for espresso coffee beverage presentation
  - accompaniments used to enhance beverages
  - presentation of beverages and latte art
- appropriate environmental conditions for storing coffee beans, ground coffee, milk and other ingredients to:
  - ensure food safety
  - optimise shelf life
- methods to ensure efficient use of ingredients and to minimise wastage
- equipment used to prepare espresso coffee beverages:
  - technical features and functions of different espresso machines and grinders
  - cleaning and maintenance procedures for espresso coffee machines and grinders
  - routine problems and faults in espresso machines and grinders
  - identifying and diagnosing faults
  - fine tuning or arranging fine tuning of machines and grinders according to manufacturer instructions and warranty requirements
  - removing shower screens or diffusers if appropriate; cleaning using wet method and reassembling
- work practices for managing large coffee beverage orders
- methods for evaluating espresso coffee beverage quality:
  - customer feedback
  - information or data on:
    - repeat business
    - sales of particular types of coffee beverages
  - organisational and industry standards
  - staff feedback
  - sensory analysis
- cost and profit issues associated with providing espresso coffee service:
  - product

- equipment
- accessories
- pricing menu items
- factors to consider when purchasing new equipment or service-ware:
  - cost
  - reliability
  - reputation of supplier
  - service availability
  - size and capacity to meet outlet service needs
  - technical characteristics
  - training in operation
- information to educate customers about espresso coffee:
  - details about coffee beans and grinds
  - details of coffee beverage education programs
  - types of coffee beverages and accompaniments.

## Assessment Conditions

Skills must be demonstrated in an operational restaurant or food and beverage outlet. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- fixtures and large equipment:
  - a workstation with industry current commercial grade espresso machine and coffee grinders
  - bins for used ground coffee
  - storage bins or containers
- specific equipment for preparing espresso coffee:
  - blind or blank filter basket
  - cleaning brushes
  - colour-coded cleaning cloths
  - flat edge implement for levelling off dosed filter basket
  - measuring equipment:
    - stopwatch or timer
    - thermometer
  - milk foaming jugs
  - napkins
  - powder shakers



- service trays
- spoons and stirrers
- straws
- takeaway cardboard trays
- tamp mats
- tampers
- service-ware for different types of coffee beverages:
  - cups: espresso and standard
  - saucers
  - mugs
  - glasses
  - takeaway coffee cups and lids
- stock:
  - commercial range of coffee beans and ground coffee
  - milk and alternative products
  - other ingredients and accompaniments required for espresso coffee service
- organisational specifications:
  - equipment manufacturer instructions
  - cleaning and maintenance procedures for espresso coffee machines and grinders
  - commercial beverage menus
  - organisational procedures and industry standards for presenting espresso coffee beverages
  - price lists
  - standard recipes for coffee-based beverages currently used by the hospitality industry
  - safety data sheets (SDS) for cleaning chemicals or plain English workplace documents or diagrams that interpret the content of SDS
- industry-realistic ratio of staff to customers; these can be:
  - customers in an industry workplace during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

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## **SITHFAB020 Manage the sale or service of wine**

### **Modification History**

Not applicable.

### **Application**

This unit describes the performance outcomes, skills and knowledge required to coordinate business activities associated with the sale and service of wine. It requires the ability to select wines, organise wine storage and cellaring systems, and develop wine knowledge for self and other staff members.

The unit applies to hospitality, winery, retail and wholesale organisations that sell wines.

This unit applies to individuals who are responsible for both the technical and business aspects of wine service or sales. It therefore combines management and planning skills with specialised wine expertise. Job roles might include management of a specialised wine outlet (winery or retail outlet) or the management of wine for a restaurant.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### **Pre-requisite Unit**

SITHFAB012 Provide Advice on Australian Wines

SITHFAB013 Provide advice on imported wines

### **Competency Field**

Food and Beverage

### **Unit Sector**

Hospitality

## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential outcomes.

1. Research and select wines to meet business objectives.

2. Develop and monitor wine management systems.

3. Develop and extend wine skills and knowledge for self and others.

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Develop or identify business objectives for the sale or service of wine.
- 1.2. Conduct relevant research on wine products, trends and market characteristics.
- 1.3. Maximise business opportunities by developing wine-related products and services, including wine lists, that support business objectives and profitability requirements.
- 1.4. Identify and develop appropriate opportunities to promote wine.
- 2.1. Research, select and purchase appropriate equipment to support wine service and storage in consultation with managers.
- 2.2. Organise wine storage and cellaring systems that ensure wine quality and business efficiency.
- 2.3. Establish and monitor systems that ensure effective communication between colleagues on wine-related issues.
- 2.4. Monitor quality of wine products and services and provide proactive support and assistance to colleagues.
- 2.5. Resolve wine-related issues and challenges and use experience to inform future planning and activities.
- 2.6. Proactively identify opportunities for improvement in wine management systems and make recommendations to managers.
- 3.1. Proactively evaluate own skills and knowledge to identify gaps and opportunities for further skills development.
- 3.2. Access opportunities to extend wine skills and knowledge.
- 3.3. Provide timely and accurate advice to other staff and colleagues on wine and wine-related matters.
- 3.4. Organise or provide suitable training to staff on wine and wine service.
- 3.5. Maximise business and professional development opportunities through liaison with other members of the wine community and wine suppliers.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| SKILLS                               | DESCRIPTION   |
|--------------------------------------|---|
| Reading skills to:                   | <ul style="list-style-type: none"> <li>interpret detailed product information, promotional material and reviews about wines.</li> </ul>   |
| Writing skills to:                   | <ul style="list-style-type: none"> <li>write comprehensive yet easily understood procedures for the sale and service of wine.</li> </ul>  |
| Oral communication skills to:        | <ul style="list-style-type: none"> <li>listen and respond to workplace information and suggestions from peers.</li> </ul>   |
| Numeracy skills to:                  | <ul style="list-style-type: none"> <li>understand financial impact of goods and services tax (GST) and the wine equalisation tax</li> <li>calculate costs of wine and profit margins</li> <li>order wine stocks.</li> </ul> |
| Learning skills to:                  | <ul style="list-style-type: none"> <li>research a wide range of potentially complex topics, and interpret, adapt and apply information from multiple sources to own practice.</li> </ul>                                    |
| Problem-solving skills to:           | <ul style="list-style-type: none"> <li>develop business-wide responses to operational and management challenges.</li> </ul>   |
| Initiative and enterprise skills to: | <ul style="list-style-type: none"> <li>identify opportunities for improving wine management systems.</li> </ul>   |

## Unit Mapping Information

SITHFAB501 Manage the sale or service of wine

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITHFAB020 Manage the sale or service of wine

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- demonstrate ability to research and select appropriate wine-related products and services to meet at least two different business objectives as listed in the knowledge evidence
- undertake the following activities relating to wine-related products and services according to organisational procedure:
  - wine list development
  - develop and monitor storage and cellaring systems
  - promotional activities
- demonstrate understanding of appropriate wine-related products and services for each of the following:
  - special occasion products
  - catalogues
  - function packages
  - promotional activities
  - selecting specific vintages for cellaring purposes
  - wine lists
  - wine tastings
- develop at least two different wine-related products or services in response to identified new business opportunities that:
  - support business objectives
  - reflect profitability requirements.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- Australian and international trends in wine:
  - styles
  - production methods
  - wine and food matching
  - market preferences

- consumption patterns
- pricing
- factors that influence the performance of Australian wines in the international wine market
- business objectives in managing wine sales and service:
  - changes in product offerings
  - entrance into new markets
  - expansion of wine sales
  - image in the marketplace
  - profitability
  - special promotions
  - strategic alliances with suppliers and customers
- key areas of research when considering developing opportunities for the promotion of wine:
  - competitor activity
  - consumption patterns
  - current trends in wine sales and service technologies
  - customer preferences
  - emerging trends
  - new wines
  - product pricing
- wine list design:
  - factors that affect wine lists in different industry contexts
  - balance considerations for styles, regions and pricing
- wine cellaring and storage requirements for various types of wines, and equipment and stock control systems
- safety and hygiene issues to be considered in the storage or cellaring of wines
- promotional opportunities for wine in the relevant industry context:
  - developing promotional material
  - implementing staff incentive schemes
  - organising and conducting wine tastings
  - presentations and stands at wine events
  - selecting and organising specials
- professional development opportunities for wine specialists in Australia:
  - attending:
    - professional tastings
    - specialised seminars or conferences
    - trade shows
    - wine and food festivals
    - wine promotions and tastings

- joining associations, professional organisations and industry bodies
- networking
- reading general and trade media
- reading wine reference books
- talking to product suppliers, winemakers and vineyard managers
- taking part in related tours
- using the internet
- key requirements of the relevant state or territory Liquor Act for the service of alcohol and the role of management and staff in ensuring patron care
- requirements of the Australia New Zealand Food Standards Code
- requirements of bilateral trade agreement between Australia and the European Economic Area.

## Assessment Conditions

Skills must be demonstrated in an operational wine sales or service environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- fixtures and large equipment:
  - refrigeration
  - storage facilities
- small equipment:
  - glassware
- stock:
  - wide commercial range of wines
- organisational specifications:
  - current product information in sales kits, brochures, product manuals, and supplier information kits
  - information databases and computerised information sources
  - wine lists
- team with whom the individual can interact
- industry-realistic ratio of service staff to customers; these can be:
  - customers in an industry workplace during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.



Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -  
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# SITHGAM001 Provide responsible gambling services

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to provide responsible gambling services, and to assist those customers who have issues with problem gambling.

Responsible gambling services must be provided wherever gambling activities are undertaken. In the hospitality industry, the gambling environment is usually referred to as the gaming area and is provided in a range of venues, such as hotels, motels, clubs, pubs and casinos.

The major forms of gambling are wagering (racing and sport) and gaming (gaming machines, table games, Keno and lotteries). Both forms of gambling are relevant to the hospitality industry.

Hospitality venues may operate Totalisator Agency Board (TAB) outlets for wagering on racing and sport events. They may also cover the full range of gaming activities, including operating gaming machines, table games, Keno and lotteries.

Responsible provision of gambling services is an essential underpinning skill for all hospitality personnel involved in the sale and service of gambling activities in licensed premises, including the licensee, gaming supervisors and gaming managers when involved in operational gambling activities.

The unit applies equally to frontline operational gambling personnel who operate with a limited level of autonomy and under some supervision and guidance from others. They would operate within predefined organisational procedures, and regulatory authority and industry and organisational codes of conduct.

Operational job roles would include gaming attendant, table game attendant, croupier and multi-skilled food and beverage attendant.

The unit also relates to satisfying the requirements for providing responsible gambling services under state and territory legislation. The terms used to describe this vary across state and territory regulatory bodies and can include Responsible Conduct of Gambling (RCG), Responsible Service of Gaming, or Responsible Service of Gambling (RSG).

Those developing training to support this unit must consult the relevant state and territory gaming licensing authority to determine accreditation arrangements for courses, trainers and assessors.

Under differing state and territory legislation this is a required certification unit for certain nominated personnel operating in licensed gambling premises.

The requirement to ensure compliance with organisational policies, legal obligations and codes of practice for gambling venues is not covered by this unit but may be found in SITHGAM014 Manage gaming activities.

## Pre-requisite Unit

Nil

## Competency Field

Gaming

## Unit Sector

Hospitality

## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential outcomes.

1. Implement responsible gambling practices.

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Follow *responsible gambling service procedures* according to relevant state and territory legislation and industry and organisational policy and codes of conduct.
- 1.2. Communicate with appropriate personnel on gambling related incidents, situations and their compliance with legislation and industry and organisational policy.
- 1.3. Maintain accurate records of gambling related incidents

- and associated staff action according to industry and organisational policy and procedures.
- 1.4.Ensure gambling environmental features support responsible gambling policies within scope of own responsibility.
2. Provide information and assistance to customers about problem gambling.
    - 2.1.Provide accurate and appropriate information on problem gambling to customers on request.
    - 2.2.Follow procedures for self exclusion and exclusion according to legislation, industry and organisational policy, and confidentiality and privacy requirements.
    - 2.3.Display signage and information related to responsible gambling in appropriate places visible to players, according to legislative, industry and organisational requirements.
    - 2.4.On request, provide information on available support services according to confidentiality and privacy requirements, and legislative, industry and organisational requirements.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| <b>SKILLS</b>                 | <b>DESCRIPTION</b>  |
|-------------------------------|---|
| Reading skills to:            | <ul style="list-style-type: none"> <li>• read and interpret at times complex information relating to:               <ul style="list-style-type: none"> <li>• problem gambling signage</li> <li>• general gambling information and brochures</li> <li>• industry or regulatory codes of conduct relating to responsible gambling</li> <li>• in house policies and procedures relating to responsible gambling</li> <li>• plain English regulatory and advisory information issued by local, state and territory gambling licensing authorities.</li> </ul> </li> </ul> |
| Oral communication skills to: | <ul style="list-style-type: none"> <li>• respond to indicators of problem gambling</li> <li>• deal courteously and discreetly with customers identifying problems with gambling or requesting self exclusion, using non-confrontational language.</li> </ul>  |
| Problem-solving skills to:    | <ul style="list-style-type: none"> <li>• identify potential problem gamblers and apply appropriate solutions within scope of responsibility, or seek assistance from appropriate colleagues.</li> </ul>   |

Technology skills to:

- use a computer and appropriate software to record gambling-related incidents and staff actions.

## Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

*Responsible gambling service procedures* must relate to:

- applying self exclusion and exclusion procedures
- posting signage in appropriate locations
- providing appropriate environmental features
- providing gambling-related information, brochures and signage
- following responsible practices, offering a cooling-off period or paying large sums by cheque.

## Unit Mapping Information

SITHGAM201 Provide responsible gambling services

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITHGAM001 Provide responsible gambling services

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- identify appropriate organisational processes in response to each of the following gambling related situations:
  - customer request for self-exclusion or assistance
  - customer request for counselling services
  - venue exclusion of self-identified problem gambler
  - dealing with disputes or complaints
  - refusal of credit
  - under-age gambling
- follow organisational policies and procedures for implementing the following responsible gambling practices:
  - provision and appropriate placement of signage, advertising and promotional materials and activities
  - use of strategies to indicate the passage of time
  - use of strategies that encourage breaks in play.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- current legislation and industry and organisational policies and procedures in regard to responsible provision of gambling services
- indicators of problem gambling:
  - bills that cannot be paid by the player due to excessive gambling
  - borrowing money to gamble
  - changes in sleeping or eating habits due to gambling
  - committing illegal acts to finance gambling
  - considering self-harm as a result of gambling
  - feelings of remorse after gambling
  - gambling more money than the player can afford
  - gambling that makes the home life of the player unhappy

- gambling to escape worry or personal problems
- trying to win back gambling losses
- public interest reasons for implementing responsible service of gambling practices:
  - government and community concerns with problem gambling
  - economic costs of problem gambling
- principles of harm minimisation and strategies to reduce the harm associated with problem gambling:
  - containing gambling-related signage to inside the venue
  - positioning clocks with the correct time in visible locations in gaming machine areas
  - not publishing gaming machine advertising
  - not locating ATMs in gaming areas
  - ensuring that ATM facilities do not allow cash withdrawals from credit accounts
- key requirements of responsible gaming services as detailed in:
  - house policies
  - industry and organisational codes of practice
  - state and territory gaming legislation and regulations
  - state and territory licensing authority regulations and policies
- organisational responsible gambling service procedures for:
  - displaying appropriate gambling-related signage:
    - available gambling counselling services, self-exclusion programs and contact cards
    - chances of winning and probability
    - gaming machine notices regarding gambling warning and problem gambling
    - house policy and industry code of conduct for responsible gambling services
    - self exclusion and exclusion provisions
    - venue code of conduct
  - maintaining confidentiality and privacy requirements
  - maintaining records of gambling related incidents and associated staff action
  - self exclusion and exclusion:
    - customer requesting to be barred from gaming or to have access limited
    - third party exclusion
    - venue exclusion
    - response to attempts to breach exclusion
  - procedures for self-exclusion:
    - referral to colleague, supervisor or manager, according to scope of responsibility
    - referral to counsellors and support services
    - initiating exclusion processes when requested by customer
- role of individual staff members, supervisors and managers in providing responsible gambling services
- ramifications for an organisation and an individual of non-compliance with responsible gaming requirements

- contents of problem gambling information provided by the organisation as required by legislation
- available counselling services and referral procedures.

## Assessment Conditions

Skills must be demonstrated in an operational gaming environment. This can be:

- an industry workplace
- a simulated industry environment set up for the purposes of assessment.

Assessment must ensure access to:

- facility where industry-realistic gambling activities occur
- current regulatory documents, legislative publications and codes of conduct outlining responsible gambling requirements distributed by key state and territory gambling licensing agencies
- industry and organisational codes of conduct, policies, procedures, information, signage and brochures relating to responsible gambling services
- industry-realistic range of customers involved in gambling activities; these can be:
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>



## SITHGAM002 Attend gaming machines

### Modification History

Not applicable.

### Application

This unit describes the performance outcomes, skills and knowledge required to maintain gaming machines, make payouts on them, check security of gaming areas, and provide advice on games offered by the organisation.

The unit applies to gaming venues, and to gaming attendants who work under general supervision within established procedures. It applies to all electronic data transfer (EDT) and data retrieval and promotion systems, and to player tracking and government monitoring systems.

In many states and territories, legislation stipulates that all gaming workers must receive training in the responsible conduct of gambling. This content is addressed in SITHGAM001 Provide responsible gambling services.

### Pre-requisite Unit

SITHGAM001 Provide responsible gambling services

### Competency Field

Gaming

### Unit Sector

Hospitality

### Elements and Performance Criteria

#### ELEMENTS

#### PERFORMANCE CRITERIA

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- |                               |  |
|-------------------------------|--|
| 1. Advise customers on gaming | 1.1. Advise customers on gaming activities and features of games |
|-------------------------------|--|

- activities. according to relevant rules and regulations.
- 1.2.Explain machine operations to customers as required.
  - 1.3.Display ***gaming information*** in suitable locations.
  - 1.4.Respond to customer queries, requests and complaints according to organisational standards.
2. Maintain gaming machines.
    - 2.1.Clear and refill machines according to government, industry and organisational regulations.
    - 2.2.Identify machine faults promptly and correctly.
    - 2.3.Make simple machine repairs with minimum disruption to players, and according to manufacturer instructions, work health and safety (WHS) procedures and practices, and to the level authorised by legislation and organisational practices.
    - 2.4.Identify, mark and report unserviceable machines promptly.
3. Monitor security of gaming areas.
    - 3.1.Observe players and onlookers, noting and reporting unusual practices and behaviours.
    - 3.2.Carry out machine security checks.
    - 3.3.Identify and respond to breakdowns in security or safety functions according to scope of responsibility, organisational procedures, and work health and safety requirements.
    - 3.4.Keep payout and gaming machine record books and keys secure.
    - 3.5.Where appropriate, follow barring procedures according to organisational policy.
4. Make gaming machine payouts.
    - 4.1.Verify payouts according to organisational procedures.
    - 4.2.Complete payout according to industry and organisational procedures.
    - 4.3.Check the identification and age of players as required, prior to payouts.
    - 4.4.Identify situations where payouts should be refused and refer them to the appropriate person.
    - 4.5.Pay winnings to the player and witness them according to government and organisational regulations.
    - 4.6.Validate machines and return them to service promptly where appropriate.
    - 4.7.Complete payout summaries or issue payout vouchers and balance with cash, float and machine readings.
    - 4.8.Resolve or escalate payout disputes where required and according to organisational policies and customer service standards.
5. Operate and maintain coin dispensing equipment.
    - 5.1.Operate coin dispensing equipment according to manufacturer instructions.
    - 5.2.Identify and respond to equipment faults according to individual scope of responsibility.
    - 5.3.Dispense, receive and weigh coins according to industry and

organisational procedures.

5.4.Handle cash according to organisational security procedures.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| <b>SKILLS</b>                      | <b>DESCRIPTION</b>   |
|------------------------------------|--|
| Reading skills to:                 | <ul style="list-style-type: none"> <li>• interpret:               <ul style="list-style-type: none"> <li>• gaming machine information</li> <li>• machine service records</li> <li>• organisational policies and procedures.</li> </ul> </li> </ul> |
| Writing skills to:                 | <ul style="list-style-type: none"> <li>• complete service record cards</li> <li>• complete hand pay book.</li> </ul>   |
| Oral communication skills to:      | <ul style="list-style-type: none"> <li>• provide clear and factual information to customers, colleagues and other stakeholders.</li> </ul>   |
| Numeracy skills to:                | <ul style="list-style-type: none"> <li>• balance cash receipts and payments</li> <li>• provide and verify payouts to customers.</li> </ul>   |
| Problem-solving skills to:         | <ul style="list-style-type: none"> <li>• resolve payout disputes and suspected security breaches</li> <li>• solve technical problems with machines.</li> </ul>   |
| Planning and organising skills to: | <ul style="list-style-type: none"> <li>• prioritise machine faults.</li> </ul>   |
| Technology skills to:              | <ul style="list-style-type: none"> <li>• use gaming machine software.</li> </ul>   |

## Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

|   |  |
|---|--|
| <b>Gaming information</b> must include: | <ul style="list-style-type: none"> <li>• conduct and rules of games</li> <li>• organisational rules and policies</li> <li>• promotional activities</li> <li>• responsible conduct of gaming</li> </ul> |
|---|--|

- sources of assistance.

## **Unit Mapping Information**

SITHGAM202 Attend gaming machines

## **Links**

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITHGAM002 Attend gaming machines

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- demonstrate ability to maintain multiple gaming machines in line with regulatory, industry and organisational responsible gaming requirements over a minimum of two service periods, and:
  - provide advice on gaming machine operation to at least six different customers
  - make payouts on at least six transactions or activities
  - demonstrate ability to operate coin dispensing equipment in line with organisational procedures
  - demonstrate ability to carry out each of the basic machine security checks and minor repairs listed in the knowledge evidence with minimum disruption to players
  - demonstrate procedures to note and report unusual practices and behaviours of customers according to organisational procedures.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- range of gaming activities offered by the organisation:
  - basic player rules and conditions
  - procedures for collecting payments and winnings
  - win rates and returns to players
  - promotions and offers
- key requirements of relevant state and territory legislation and relevant codes of practice:
  - general requirements for responsible provision of gambling services
  - licensing requirements for gaming personnel:
    - managers and employees
    - machine technicians
    - service consultants
    - machine managers
    - manufacturers and sales personnel
  - penalties for non-compliance

- types, parts and basic functions of gaming machines:
  - credit and currency systems
  - software, menus and display screens and associated functions
  - terminology used
  - data retrieval systems
- unusual practices and behaviours of customers:
  - false claims to machine credit
  - magnets on side of machine
  - syndicate play
  - gambling on behalf of others
  - placing loyalty cards in machine to earn points from other people playing
  - aggression towards machines
  - collecting residual credit
  - searching for unclaimed funds
- types of payouts:
  - cash
  - cheque
  - voucher or ticket
- situations where payouts should be refused:
  - illegal credit
  - machine malfunctions
  - player ineligibility
- basic machine security checks:
  - machine door is closed
  - monitor is in tact
  - machine is active
  - drop door is secure
- procedures for simple machine repairs:
  - replacing consumables
  - resolving:
    - frozen screens
    - hardware faults
- organisational security and safety requirements and procedures for gaming machines and the gaming area.

## Assessment Conditions

Skills must be demonstrated in an operational gaming environment. This can be:

- an industry workplace
- a simulated industry environment set up for the purposes of assessment.

Assessment must ensure access to a fully equipped gaming venue with:

- equipment required to attend gaming machines:
  - DACOM card
  - evacuation card
  - handpay book
  - machine keys
  - machine service record card
- gaming machines, which include:
  - linked machines
  - linked progressive jackpot systems
  - multi-terminal gaming machines
  - poker machines
  - progressive or stand-alone machines
  - stand-alone games
- gaming machine replacement parts, maintenance tools and cleaning materials
- ticket redemption terminals or cash distribution facility
- gaming machine customers with whom the individual can interact; these can be:
  - customers in an industry workplace who are assisted by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# SITHGAM003 Operate a TAB outlet

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to set up, operate and maintain Totalisator Agency Board (TAB) facilities and to provide information to customers on TAB operations and regulations.

The unit applies to all sectors of the hospitality industry that operate a TAB outlet and to frontline service personnel who operate under general supervision within established procedures.

In many states and territories, legislation stipulates that all gaming workers must receive training in the responsible conduct of gambling. This content is addressed in SITHGAM001 Provide responsible gambling services.

## Pre-requisite Unit

SITHGAM001 Provide responsible gambling services

## Competency Field

Gaming

## Unit Sector

Hospitality

## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential outcomes.

1. Set up a TAB outlet.

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Carry out opening procedures according to TAB guidelines and organisational procedures.



- |   |   |
|---|---|
|   | 1.2.Set up Austext or Teletext facilities, ensuring pages and sub pages are correctly displayed on television sets.                 |
|   | 1.3.Ensure cleanliness, temperature and lighting of TAB environment.  |
| 2. Advise customers on TAB operations and regulations.      | 2.1.Advise customers on TAB procedures according to legislative requirements and organisational procedures.                         |
|   | 2.2.Respond to customer queries, requests and complaints according to organisational standards.                                     |
| 3. Operate TAB betting machine.                             | 3.1.Follow TAB operations and administration manuals for operating a TAB betting machine.   |
|   | 3.2.Interpret error messages and take action to rectify errors according to legislative requirements and organisational procedures. |
| 4. Update daily racing activity information.                | 4.1.Obtain information on daily racing activities through appropriate sources.  |
|   | 4.2.Update wall lists as new information is received.   |
| 5. Perform TAB terminal accounting and security procedures. | 5.1.Balance dockets for cash payments.  |
|   | 5.2.Pay out correct winnings to customers.  |
|   | 5.3.Verify large payments according to organisational procedures.   |
|   | 5.4.Monitor security of cash and venue according to organisational procedures.  |
|   | 5.5.Observe customers and onlookers and note and report unusual practices promptly.   |
|   | 5.6.Complete end-of-shift balance according to organisational procedures.   |
| 6. Clean and maintain TAB equipment.                        | 6.1.Clean machines according to TAB guidelines and work health and safety regulations.  |
|   | 6.2.Make simple machine repairs with minimum disruption to customers and according to TAB specifications.                           |
|   | 6.3.Report unserviceable machines promptly to the TAB and take follow-up action to ensure breakdown is rectified.                   |

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

### SKILLS

### DESCRIPTION

- Reading skills to:
- read messages from TAB machine, the daily race list and form guides.
- Numeracy skills to:
- understand basic financial procedures in relation to TAB operations.
- Problem-solving skills to:
- deal with discrepancies in balance and potential security issues
  - handle customer complaints on results.
- Technology skills to:
- operate Austext and Teletext.

## Unit Mapping Information

SITHGAM203 Operate a TAB outlet

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITHGAM003 Operate a TAB outlet

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- demonstrate the following procedures used when operating a Totalisator Agency Board (TAB) outlet over a minimum of two service periods, including:
  - opening procedures for a TAB outlet listed in knowledge evidence
  - operation of basic TAB betting machine activities listed in knowledge evidence
  - TAB terminal accounting and security procedures
- explain each of the different bet types listed in the knowledge evidence to customers.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- basic rules and regulations of the TAB relating to:
  - compiling bet tickets for the various bet types
  - collection of winnings
  - displaying race types and their results:
    - thoroughbred
    - greyhound
    - harness
  - fixing odds
  - lodging forms
  - sports TAB operation
  - servicing TAB telephone accounts
- basic features of different types of races:
  - thoroughbred
  - harness
  - greyhound
- different bet types, their features and compilation of tickets:
  - win and place
  - quinella

- double
- daily double
- trifecta
- superfecta
- all up
- mystery bet
- footy TAB
- pick the margin
- pick the result
- sports bet
- favourite number
- quartet
- basic TAB betting machine activities:
  - paying and selling
  - cancellations and late cancellations
  - exchanging tickets
  - copying tickets
  - reporting lost and damaged tickets
- appropriate sources of information on daily racing activities:
  - information dispatched by TAB
  - TAB terminal messages
  - Television monitors
- opening procedures for a TAB outlet:
  - turning on machines and logging on
  - extracting and actioning messages from machines
  - displaying form guides, race lists and sports lists
  - programming odds monitors with the day's and night's meetings
  - providing daily form service
  - restocking ticket bins and trays
- potential social and economic costs and benefits of gambling and their impact on gaming operations
- key requirements of relevant state and territory legislation and relevant codes of practice:
  - responsible provision of gambling services
  - general licence requirements for operating a TAB outlet
  - licensing requirements for gaming personnel:
    - managers and employees
    - machine technicians
    - service consultants
    - machine managers, manufacturers and sales personnel
  - penalties for non-compliance in providing responsible gambling service

- responsible gambling legislation, codes of practice or requirements and how they apply to a TAB outlet
- TAB operating procedures and systems for:
  - beginning and end of shift
  - ensuring security
  - compiling bet tickets for different bet types
  - collection of winnings
  - displaying race types and their results:
    - thoroughbred
    - greyhound
    - harness
  - fixed odds
  - lodging forms
  - sports TAB
  - TAB telephone accounts.

## Assessment Conditions

Skills must be demonstrated in an operational gaming environment. This can be:

- an industry workplace
- a simulated industry environment set up for the purposes of assessment.

Assessment must ensure access to:

- TAB facilities, terminals and equipment:
  - TAB stationery and form guides
  - replacement parts and cleaning materials for equipment
  - Austext and teletext facilities and television monitors
  - ticket bins
- industry-realistic range of TAB customers with whom the individual can interact; these can be:
  - customers in an industry workplace who are assisted by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# SITHGAM004 Conduct Keno games

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to operate and maintain Keno equipment, take bets, make payouts, check security issues, and provide advice on Keno to customers.

The unit applies to gaming venues that offer Keno games, and to gaming attendants who work under general supervision within established procedures.

In many states and territories, legislation stipulates that all gaming workers must receive training in the responsible conduct of gambling. This is covered in SITHGAM001 Provide responsible gambling services.

## Pre-requisite Unit

SITHGAM001 Provide responsible gambling services

## Competency Field

Gaming

## Unit Sector

Hospitality

## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential outcomes.

1. Advise customers on features of Keno.

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Provide information to customers about Keno games.
- 1.2. Advise customers on Keno promotions as required.
- 1.3. Respond to customer queries, requests and complaints

- according to organisational standards.
2. Process bet types.
    - 2.1. Identify and confirm verbal and standard entry bet types.
    - 2.2. Process bet types according to designated procedures.
  3. Pay out prizes.
    - 3.1. Check tickets through card reader, scanner or by serial number.
    - 3.2. Process cash and cheque payouts according to pre-set limits.
    - 3.3. Perform cash and cheque transactions according to agency and system limits and according to organisational procedures.
    - 3.4. Refer large payouts, bets, cash ins and cash outs to the appropriate person.
  4. Cancel tickets.
    - 4.1. Cancel tickets through card reader or scanner, by serial number, or when not available, through arranging a claim for cancellation through appropriate measures.
    - 4.2. Re-issue tickets where required according to organisational procedures.
  5. Operate general functions of software and machines.
    - 5.1. Use general functions when necessary according to authorised limitations.
    - 5.2. Seek authorisation from the appropriate person where required.
  6. Clean and maintain terminals.
    - 6.1. Clean card readers as required by organisational procedures.
    - 6.2. Change new paper rolls and ribbons as required by organisational procedures.
    - 6.3. Check paper feed and reset card readers as required by organisational procedures.
    - 6.4. Identify maintenance problems promptly and take appropriate measures.
  7. Monitor security of Keno operations.
    - 7.1. Follow Keno rules according to legislative requirements and organisational procedures.
    - 7.2. Use the terminal disable function when appropriate.
    - 7.3. Handle and balance cash and float according to organisational procedures.
    - 7.4. Where appropriate, call the Keno Hotline for assistance.
    - 7.5. Observe players and onlookers and note and report unusual practices and behaviours accurately and promptly.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.



**SKILLS****DESCRIPTION**

|                            |  |
|----------------------------|--|
| Reading skills to:         | <ul style="list-style-type: none"><li>• read understand procedures and licensing requirements for Keno.</li></ul>                    |
| Numeracy skills to:        | <ul style="list-style-type: none"><li>• balance float and cash.</li></ul>  |
| Problem-solving skills to: | <ul style="list-style-type: none"><li>• deal with disputes about prize schedules, payments and display of winning numbers.</li></ul> |

**Unit Mapping Information**

SITHGAM204 Conduct Keno games

**Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITHGAM004 Conduct Keno games

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- operate Keno games over a minimum of two service periods, and:
  - explain the rules of each of the different Keno game types listed in the knowledge evidence to customers and provide instructions for how to play each game
  - demonstrate use of each of the general functions listed in the knowledge evidence in line with organisational requirements
  - perform each of the general maintenance activities for Keno machines listed in the knowledge evidence
  - use Keno equipment within commercially-realistic timeframes and according to organisational standards and procedures to process each of the different bet types listed in the knowledge evidence, and demonstrate ability to:
    - respond to typical Keno customer game enquiries
    - coordinate multiple transactions and activities
    - process payouts
    - process cancellations
    - note and report unusual practices and behaviours.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- key requirements of relevant state and territory legislation and relevant codes of practice:
  - responsible provision of gambling services
  - licensing requirements for gaming personnel:
    - managers and employees
    - machine technicians
    - service consultants
    - machine managers, manufacturers and sales personnel
  - penalties for non-compliance in providing responsible gambling service
- general player rules of Keno and lotteries
- general customer information about Keno games:

- bet types
- collection of payments
- completion of entry forms
- display of winning numbers
- explanation of receipt tickets
- lodgement of forms
- player rules, conditions and limits
- prize schedules
- verbal entries
- types of Keno games and their rules:
  - Heads or Tails
  - Mystery Pick
  - Quick Pick
  - Set Bets and Superplay
  - standard game
  - system bets
  - Way Bets
- general functions use of Keno equipment:
  - balancing procedures
  - cash high or cash low
  - previous game results
  - sign-on or sign-off
- organisational procedures for cancelling Keno tickets
- rules relating to Keno promotions:
  - benefit selling
  - re-play numbers
- features of Keno equipment
- general maintenance procedures for Keno machines:
  - check machine is serviceable
  - checking paper feed
  - resetting card feeder
- unusual practices and behaviours of customers:
  - false claims to machine credit
  - magnets on side of machine
  - syndicate play
  - gambling on behalf of others
  - placing loyalty cards in machine to earn points from other people playing
  - aggression towards machines
  - collecting residual credit
  - searching for unclaimed funds.

## Assessment Conditions

Skills must be demonstrated in an operational gaming environment. This can be:

- an industry workplace
- a simulated industry environment set up for the purposes of assessment.

Assessment must ensure access to:

- Keno terminal, facilities and equipment:
  - online Keno terminal and display medium
  - Keno betting stationery
- industry-realistic range of customers playing Keno with whom the individual can interact; these can be:
  - customers in an industry workplace who are assisted by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# SITHGAM005 Analyse and report on gaming machine data

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to retrieve and analyse gaming machine data and prepare reports for management.

The unit applies to all gaming venues and to senior gaming attendants and supervisors.

In many states and territories, legislation stipulates that all gaming workers must receive training in the responsible conduct of gambling. This is covered in SITHGAM001 Provide responsible gambling services.

## Pre-requisite Unit

Nil

## Competency Field

Gaming

## Unit Sector

Hospitality

## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential outcomes.

1. Obtain gaming machine data.

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1.Retrieve data from gaming machine and system using retrieval system according to legislative requirements and organisational procedures.
- 1.2.Record data using correct methods and terminology according to legislative requirements and organisational procedures.

- |                                 |  |
|---------------------------------|--|
| 2. Analyse gaming machine data. | 2.1. Analyse data according to legislative requirements and organisational procedures.   |
|                                 | 2.2. Perform cash flow analysis according to the correct mathematical equation, including analysis of metered information and cash data. |
|                                 | 2.3. Identify variances in data and determine possible causes.   |
| 3. Prepare reports.             | 3.1. Prepare reports and present them to the appropriate person.   |
|                                 | 3.2. Minimise waste in preparing reports.  |

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| <b>SKILLS</b>              | <b>DESCRIPTION</b>  |
|----------------------------|---|
| Reading skills to:         | <ul style="list-style-type: none"> <li>• read and interpret data against key performance indicators and identify variances.</li> </ul>  |
| Numeracy skills to:        | <ul style="list-style-type: none"> <li>• prepare reports on gaming machines that reflect different analyses of numerical data.</li> </ul>   |
| Problem-solving skills to: | <ul style="list-style-type: none"> <li>• identify variances in data analysis, determine reasons and rectify the problem.</li> </ul>   |
| Technology skills to:      | <ul style="list-style-type: none"> <li>• use:               <ul style="list-style-type: none"> <li>• gaming machine reporting software</li> <li>• gaming machine data retrieval systems.</li> </ul> </li> </ul> |

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## Assessment Requirements for SITHGAM005 Analyse and report on gaming machine data

### Modification History

Not applicable.

### Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- demonstrate ability to retrieve data from three different gaming machines or systems listed in the knowledge evidence, according to organisational procedures and legislative and licensing requirements
- analyse data and produce at least six different types of data reports listed in the knowledge evidence, according to organisational procedures and legislative and licensing requirements.

### Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- requirements of relevant state and territory gaming legislation, related to:
  - record keeping, analysing and reporting on the operation of gaming machines and subsidiary equipment
  - licensing requirements for venues
  - licensing requirements for repairers, service consultants and machine managers
  - general accounting requirements
  - fees, taxes and levies applicable to the operation of gaming machines
- types of gaming machines and systems:
  - linked progressive systems:
    - bonus (random) link systems
    - combination dependent systems
    - Hyperlink
    - progressive and stand-alone jackpot systems where appropriate
    - inter-venue progressive jackpot link systems
  - multi-terminal machines
  - player loyalty systems
  - stand-alone gaming machines
  - stand-alone progressive jackpot machines
- types of data reports and their relevance to the business:

- cash flow analysis, machine specifications and linked progressive jackpot configurations
- duty calculations and returns
- gross results of a gaming machine's operation
- meter readings and their increments
- history reports:
  - net revenue analysis
  - profit variance
- operational data of a gaming machine
- machine clearances, payouts and hopper weigh amounts
- meter comparison report
- paper-based or electronically transmitted materials
- profit reports and declarations
- reports to organisation management
- stand-alone progressive and link-progressive jackpot system reconciliations
- mathematical design and reconciliation of all linked systems as it impacts on day-to-day machine operations
- mathematical and analytical concepts relevant to gambling at an operational level
- key features of computerised gaming machine programs.

## Assessment Conditions

Skills must be demonstrated in an operational gaming environment. This can be:

- an industry workplace
- a simulated industry environment set up for the purposes of assessment.

Assessment must ensure access to:

- operational gaming venue with machines and equipment
- applicable header systems according to organisational requirements
- data retrieval system
- gaming machine reporting software and data.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>





## SITHGAM006 Deal Baccarat games

### Modification History

Not applicable.

### Application

This unit describes the performance outcomes, skills and knowledge required to inspect and shuffle cards, deal the game, accept wagers and pay out winnings with a focus on the specific rules of Baccarat.

Those developing training to support this unit must consult the relevant state or territory gaming regulatory authority to determine accreditation arrangements for training organisations, courses and trainers and assessors.

The unit applies to dealers who work in licensed casinos. Dealers work with some supervision and guidance from others within predefined procedures and rules. The unit could also apply to casino personnel who supervise the operation of table games, such as the pit boss and pit manager.

In many states and territories, legislation stipulates that all gaming workers must receive training in the responsible conduct of gambling. This is covered in SITHGAM001 Provide responsible gambling services.

Under some state or territory legislation, personnel who conduct table games within a licensed casino must also hold an individual or occupational gaming licence and achieve competence in units that cover the conduct of the particular table games they operate. This is one of a suite of units that may have to be achieved to comply with their occupational licence.

### Pre-requisite Unit

SITHGAM001 Provide responsible gambling services

### Competency Field

Gaming

## Unit Sector

Hospitality

## Elements and Performance Criteria

### ELEMENTS

### PERFORMANCE CRITERIA

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- |  |   |
|--|---|
| 1. Open table.                               | 1.1. Check approved equipment is on the table and in working order and positioned according to organisational rules and procedures.<br>1.2. Check drop box is attached to table.<br>1.3. Open and balance chip float according to approved documentation and organisational procedures.<br>1.4. Identify and report variances in chip float.                            |
| 2. Handle chips efficiently and effectively. | 2.1. Handle chips according to chip work procedures.<br>2.2. Use correct chip and stack values when accepting wagers and paying winnings.<br>2.3. Maintain chip float in an orderly manner during game operation.   |
| 3. Shuffle and cut cards for Baccarat games. | 3.1. Inspect and introduce cards according to game rules and organisational procedures.<br>3.2. Shuffle cards according to game rules, organisational procedures and variations.<br>3.3. Cut cards according to game rules and organisational procedures.   |
| 4. Operate Baccarat games.                   | 4.1. Make Baccarat announcements and hand signals.<br>4.2. Deal cards according to Baccarat rules, organisational procedures and variations.<br>4.3. Deal game at appropriate pace according to organisational standards.   |
| 5. Accept wagers and pay winnings.           | 5.1. Accept or refuse permitted wagers according to organisational procedures and variations.<br>5.2. Determine winning and losing wagers.<br>5.3. Remove losing wagers according to organisational procedures.<br>5.4. Pay and witness winnings according to organisational procedures.<br>5.5. Conduct financial transactions according to organisational procedures. |

- |  |   |
|--|---|
| 6. Deal with gaming irregularities.  | 6.1. Identify and respond to irregularities or non-compliance according to organisational procedures and approved game rules.   |
|  | 6.2. Recognise emergency and potential emergency situations promptly, and take required actions within scope of individual responsibility and according to security procedures. |
| 7. Monitor and respond to suspicious play or behaviour during gaming activities. | 7.1. Monitor gaming activities and watch for indicators of suspicious play or behaviour.  |
|  | 7.2. Follow organisational procedures and approved rules for handling instances of suspicious activity.   |
|  | 7.3. Maintain integrity of the game according to approved rules of the game.  |
| 8. Work at the table safely.   | 8.1. Maintain correct posture and stance at the gaming table during game operation.   |
|  | 8.2. Use correct stretches and exercises at appropriate times according to organisational work health and safety requirements.  |
|  | 8.3. Identify indicators where customer verbal or non-verbal behaviour may adversely affect own mental or physical wellbeing and apply organisational procedures in response.   |
| 9. Close games.  | 9.1. Notify table closure according to approved organisational rules and procedures.  |
|  | 9.2. Reconcile chip float and document the count according to organisational procedures.  |
|  | 9.3. Account for and secure table gaming equipment according to approved procedures.  |

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

### SKILLS

### DESCRIPTION

- |                    |  |
|--------------------|--|
| Reading skills to: | <ul style="list-style-type: none"> <li>• read and interpret documents associated with financial transactions</li> <li>• read game signage.</li> </ul>  |
| Writing skills to: | <ul style="list-style-type: none"> <li>• complete documents associated with:             <ul style="list-style-type: none"> <li>• financial transactions</li> <li>• equipment and logs.</li> </ul> </li> </ul> |

- Oral communication skills to:
- make clear gaming announcements.
- Numeracy skills to:
- count cards and calculate wagers
  - count, reconcile and document the chip float
  - process winnings and other financial transactions.
- Learning skills to:
- integrate knowledge of Baccarat rules, permitted variations, and organisation-specific procedures across multiple games.
- Problem-solving skills to:
- identify and respond to gaming irregularities and suspicious play or behaviour.
- Teamwork skills to:
- communicate with dealers and management.
- Self-management skills to:
- use correct dealing technique according to organisational work health and safety requirements.
- Technology skills to:
- use automated table operations management (ATOM), shuffle machines, electronic shoe and electronic display.

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITHGAM006 Deal Baccarat games

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- deal the game of Baccarat for at least 20 rounds over a minimum of two service periods, with at least one service period being conducted under normal supervisory levels and demonstrate the following according to organisational procedures and approved rules within typical workplace time constraints:
  - open and close Baccarat tables
  - inspect and shuffle cards
  - accept and process different wagers
  - pay out winnings
- demonstrate application of Baccarat rules, permitted variations, and organisation-specific procedures during the above games.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- composition of appropriate Baccarat chip float:
  - cash and value chips or plaques
  - non-value chips
  - promotional tokens
- Baccarat terminology and equipment
- chip work procedures:
  - clean hands
  - creating dirty stacks
  - drop cutting
  - heeling
  - plucking
  - sizing
  - sorting
  - spreading
  - stacking

- Baccarat techniques:
  - sorting
  - shuffling
  - cutting
  - dealing
- permitted variations to Baccarat rules as approved by the state or territory regulatory authority:
  - irregularities
  - name of the game
  - shuffles
  - rules and procedures
  - wagers
- procedures for operating the game:
  - accurately
  - at appropriate pace, considering:
    - customer density
    - decisions per hour
    - rounds per hour
    - specificity to area
- organisational procedures and approved rules for Baccarat:
  - accepting wagers
  - refusing wagers
  - paying winnings
  - conducting financial transactions:
    - cash changes
    - cash and colour changes
    - chip purchase vouchers
    - colour changes
    - credits
    - fills
    - promotional tokens
- security procedures to follow in the event of an emergency or potential emergency
- techniques for maintaining correct posture, stance and physical and mental wellbeing while dealing Baccarat games.

## Assessment Conditions

Skills must be demonstrated in a fully equipped gaming environment with relevant game equipment, cash and chips. This can be:

- an industry workplace

- a simulated industry environment set up for the purposes of assessment, such as a casino training room.

Assessment must ensure access to:

- financial transaction documentation or systems
- current organisational procedures, approved rules and permitted variations
- equipment required for dealing Baccarat games:
  - banker and player markers
  - cards
  - card equipment:
    - cutting device
    - discard rack
    - dealing device (shoe or shuffling machine)
  - chair
  - pallet
  - signage:
    - advice to players
    - notification of table closure
    - table limit sign
  - table equipment:
    - drop box
    - float tray and cover
    - layout
    - plaque box
    - plunger
    - spacers
    - table licence number
    - table number
- groups of Baccarat players with whom the individual can interact during games; these can be:
  - players in an industry workplace who are assisted by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.



## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# SITHGAM007 Conduct Big Wheel games

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to operate the Big Wheel, accept wagers and pay out winnings with a focus on specific game rules.

Those developing training to support this unit must consult the relevant state or territory gaming regulatory authority to determine accreditation arrangements for training organisations, courses and trainers and assessors.

The unit applies to dealers who work in licensed casinos. Dealers work with some supervision and guidance from others within predefined procedures and rules. The unit could also apply to casino personnel who supervise the operation of table games, such as the pit boss and pit manager.

In many states and territories, legislation stipulates that all gaming workers must receive training in the responsible conduct of gambling. This is covered in SITHGAM001 Provide responsible gambling services.

Under some state or territory legislation, personnel who conduct table games within a licensed casino must also hold an individual or occupational gaming license and achieve competence in units that cover the conduct of the particular table games they operate. This is one of a suite of units that may have to be achieved to comply with their occupational license.

## Pre-requisite Unit

SITHGAM001 Provide responsible gambling services

## Competency Field

Gaming

## Unit Sector

Hospitality

## Elements and Performance Criteria

### ELEMENTS

### PERFORMANCE CRITERIA

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1. Open table.</li> <li>2. Handle chips efficiently and effectively.</li> <li>3. Operate Big Wheel games.</li> <li>4. Accept wagers and pay winnings.</li> <li>5. Deal with gaming irregularities.</li> <li>6. Monitor and respond to suspicious play or</li> </ol> | <ol style="list-style-type: none"> <li>1.1. Check approved equipment is on the table and in working order and positioned according to organisational rules and procedures.</li> <li>1.2. Check drop box is attached to table.</li> <li>1.3. Open and balance chip float according to approved documentation and organisational procedures.</li> <li>1.4. Identify and report variances in chip float.</li> <li>2.1. Handle chips according to chip work procedures.</li> <li>2.2. Use correct chip and stack values when accepting wagers and paying winnings.</li> <li>2.3. Maintain chip float in an orderly manner during game operation.</li> <li>3.1. Make Big Wheel announcements and hand signals.</li> <li>3.2. Spin wheel according to game rules, organisational procedures and variations.</li> <li>3.3. Operate Big Wheel equipment according to design functions and manufacturer instructions.</li> <li>3.4. Conduct game at appropriate pace according to organisational standards.</li> <li>4.1. Accept or refuse permitted wagers according to organisational procedures and variations.</li> <li>4.2. Determine winning and losing wagers.</li> <li>4.3. Remove losing wagers according to organisational procedures.</li> <li>4.4. Pay and witness winnings according to organisational procedures.</li> <li>4.5. Conduct financial transactions according to organisational procedures.</li> <li>5.1. Identify and respond to irregularities or non-compliance according to organisational procedures and approved game rules.</li> <li>5.2. Recognise emergency and potential emergency situations promptly, and take required actions within scope of individual responsibility and according to security procedures.</li> <li>6.1. Monitor gaming activities and watch for indicators of</li> </ol> |
|--|--|

- behaviour during gaming activities.
- suspicious play or behaviour.
- 6.2. Follow organisational procedures and approved rules for handling instances of suspicious activity.
- 6.3. Maintain integrity of the game according to approved rules of the game.
7. Work at the table safely.
- 7.1. Maintain correct posture and stance at the gaming table during game operation.
- 7.2. Use correct stretches and exercises at appropriate times according to organisational work health and safety requirements.
- 7.3. Identify indicators where customer verbal or non-verbal behaviour may adversely affect own mental or physical wellbeing and apply organisational procedures in response.
8. Close games.
- 8.1. Notify table closure according to approved organisational rules and procedures.
- 8.2. Reconcile chip float and document the count according to organisational procedures.
- 8.3. Account for and secure table gaming equipment according to approved procedures.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| SKILLS                        | DESCRIPTION  |
|-------------------------------|--|
| Reading skills to:            | <ul style="list-style-type: none"> <li>read and interpret documents associated with financial transactions</li> <li>read game signage.</li> </ul>  |
| Writing skills to:            | <ul style="list-style-type: none"> <li>complete documents associated with:               <ul style="list-style-type: none"> <li>financial transactions</li> <li>equipment and logs.</li> </ul> </li> </ul> |
| Oral communication skills to: | <ul style="list-style-type: none"> <li>make clear gaming announcements.</li> </ul>   |
| Numeracy skills to:           | <ul style="list-style-type: none"> <li>calculate wagers</li> <li>count, reconcile and document the chip float</li> <li>process winnings and other financial transactions.</li> </ul>                       |
| Learning skills to:           | <ul style="list-style-type: none"> <li>integrate knowledge of Big Wheel rules, permitted variations, and organisation-specific procedures across multiple games.</li> </ul>                                |

- Problem-solving skills to:
- identify and respond to gaming irregularities and suspicious play or behaviour.
- Teamwork skills to:
- communicate with dealers and management.
- Self-management skills to:
- use correct spinning technique according to organisational work health and safety requirements.
- Technology skills to:
- use automated table operations management (ATOM) and electronic display control unit to record result.

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITHGAM007 Conduct Big Wheel games

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- conduct the game of Big Wheel at least 20 times over a minimum of two service periods, with at least one service period being conducted under normal supervisory levels, and demonstrate the following according to organisational procedures and approved rules within typical workplace time constraints:
  - open and close Big Wheel tables
  - accept and process different wagers
  - pay out winnings
- demonstrate application of Big Wheel rules, permitted variations, and organisation-specific procedures during the above games.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- composition of appropriate Big Wheel chip float:
  - cash and value chips
  - marker buttons identifying higher limit
  - non-value chips
  - promotional tokens
- Big Wheel terminology, equipment and techniques
- chip work procedures:
  - clean hands
  - drop cutting
  - heeling
  - plucking
  - sizing
  - sorting
  - spreading
  - stacking

- permitted variations to Big Wheel rules as approved by the state or territory regulatory authority:
  - irregularities
  - name of the game
  - rules and procedures
  - wagers
- procedures for operating the game:
  - accurately
  - at appropriate pace, considering:
    - customer density
    - decisions per hour
    - rounds per hour
    - specificity to area
- organisational procedures and standard approved rules for Big Wheel:
  - accepting wagers
  - refusing wagers
  - paying winnings
  - conducting financial transactions:
    - cash changes
    - cash and colour changes
    - chip purchase vouchers
    - colour changes
    - credits
    - fills
    - promotional tokens
- security procedures to follow in the event of an emergency or potential emergency
- techniques for maintaining correct posture, stance and physical and mental wellbeing while conducting Big Wheel games.

## Assessment Conditions

Skills must be demonstrated in a fully equipped gaming environment with relevant game equipment, cash and chips. This can be:

- an industry workplace
- a simulated industry environment set up for the purposes of assessment, such as a casino training room.

Assessment must ensure access to:

- financial transaction documentation or systems
- current organisational procedures, approved rules and permitted variations

- equipment required for conducting Big Wheel games:
  - change block plunger
  - float cover
  - drop box
  - table licence number
  - table number
  - layout
  - electronic results key pad and associated equipment
  - signage:
    - advice to players
    - notification of table closure
    - table limit sign
  - wheel
- groups of Big Wheel players with whom the individual can interact during games; these can be:
  - players in an industry workplace who are assisted by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>



## SITHGAM008 Deal Blackjack games

### Modification History

Not applicable.

### Application

This unit describes the performance outcomes, skills and knowledge required to inspect and shuffle cards, deal the game, accept wagers and pay out winnings with a focus on the specific rules of Blackjack.

Those developing training to support this unit must consult the relevant state or territory gaming regulatory authority to determine accreditation arrangements for training organisations, courses and trainers and assessors.

The unit applies to dealers who work in licensed casinos. Dealers work with some supervision and guidance from others within predefined procedures and rules. The unit could also apply to casino personnel who supervise the operation of table games, such as the pit boss and pit manager.

In many states and territories, legislation stipulates that all gaming workers must receive training in the responsible conduct of gambling. This is covered in SITHGAM001 Provide responsible gambling services.

Under some state or territory legislation, personnel who conduct table games within a licensed casino must also hold an individual or occupational gaming licence and achieve competence in units that cover the conduct of the particular table games they operate. This is one of a suite of units that may have to be achieved to comply with their occupational licence.

### Pre-requisite Unit

SITHGAM001 Provide responsible gambling services

### Competency Field

Gaming

## Unit Sector

Hospitality

## Elements and Performance Criteria

### ELEMENTS

### PERFORMANCE CRITERIA

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- |   |   |
|---|---|
| 1. Open table.                                | 1.1. Check approved equipment is on the table and in working order and positioned according to organisational rules and procedures.<br>1.2. Check drop box is attached to table.<br>1.3. Open and balance chip float according to approved documentation and organisational procedures.<br>1.4. Identify and report variances in chip float.                            |
| 2. Handle chips efficiently and effectively.  | 2.1. Handle chips according to chip work procedures.<br>2.2. Use correct chip and stack values when accepting wagers and paying winnings.<br>2.3. Maintain chip float in an orderly manner during game operation.   |
| 3. Shuffle and cut cards for Blackjack games. | 3.1. Inspect and introduce cards according to game rules and organisational procedures.<br>3.2. Shuffle cards according to game rules, organisational procedures and variations.<br>3.3. Cut cards according to game rules and organisational procedures.   |
| 4. Operate Blackjack games.                   | 4.1. Make Blackjack announcements and hand signals.<br>4.2. Deal cards according to Blackjack rules, organisational procedures and variations.<br>4.3. Deal game at appropriate pace according to organisational standards.   |
| 5. Accept wagers and pay winnings.            | 5.1. Accept or refuse permitted wagers according to organisational procedures and variations.<br>5.2. Determine winning and losing wagers.<br>5.3. Remove losing wagers according to organisational procedures.<br>5.4. Pay and witness winnings according to organisational procedures.<br>5.5. Conduct financial transactions according to organisational procedures. |

- |  |   |
|--|---|
| 6. Deal with gaming irregularities.  | 6.1. Identify and respond to irregularities or non-compliance according to organisational procedures and approved game rules.   |
|  | 6.2. Recognise emergency and potential emergency situations promptly, and take required actions within scope of individual responsibility and according to security procedures. |
| 7. Monitor and respond to suspicious play or behaviour during gaming activities. | 7.1. Monitor gaming activities and watch for indicators of suspicious play or behaviour.  |
|  | 7.2. Follow organisational procedures and approved rules for handling instances of suspicious activity.   |
|  | 7.3. Maintain integrity of the game according to approved rules of the game.  |
| 8. Work at the table safely.   | 8.1. Maintain correct posture and stance at the gaming table during game operation.   |
|  | 8.2. Use correct stretches and exercises at appropriate times according to organisational work health and safety requirements.  |
|  | 8.3. Identify indicators where customer verbal or non-verbal behaviour may adversely affect own mental or physical wellbeing and apply organisational procedures in response.   |
| 9. Close games.  | 9.1. Notify table closure according to approved organisational rules and procedures.  |
|  | 9.2. Reconcile chip float and document the count according to organisational procedures.  |
|  | 9.3. Account for and secure table gaming equipment according to approved procedures.  |

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

### SKILLS

### DESCRIPTION

- |                    |  |
|--------------------|--|
| Reading skills to: | <ul style="list-style-type: none"> <li>• read and interpret documents associated with financial transactions</li> <li>• read game signage.</li> </ul>  |
| Writing skills to: | <ul style="list-style-type: none"> <li>• complete documents associated with:             <ul style="list-style-type: none"> <li>• financial transactions</li> <li>• equipment and logs.</li> </ul> </li> </ul> |

- Oral communication skills to:
- make clear gaming announcements.
- Numeracy skills to:
- count cards and calculate wagers
  - count, reconcile and document the chip float
  - process winnings and other financial transactions.
- Learning skills to:
- integrate knowledge of Blackjack rules, permitted variations, and organisation-specific procedures across multiple games.
- Problem-solving skills to:
- identify and respond to gaming irregularities and suspicious play or behaviour.
- Teamwork skills to:
- communicate with dealers and management.
- Self-management skills to:
- use correct dealing technique according to organisational work health and safety requirements.
- Technology skills to:
- use automated table operations management (ATOM), shuffle machines, electronic shoe and electronic display.

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITHGAM008 Deal Blackjack games

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- deal the game of Blackjack for at least 20 rounds over a minimum of two service periods, with at least one service period being conducted under normal supervisory levels, and demonstrate the following according to organisational procedures and approved rules within typical workplace time constraints:
  - open and close Blackjack tables
  - inspect and shuffle cards
  - accept and process different wagers
  - pay out winnings
- demonstrate application of knowledge of Blackjack rules, permitted variations, and organisation-specific procedures during above games.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- composition of appropriate Blackjack chip float:
  - cash and value chips or plaques
  - promotional tokens
- Blackjack terminology and equipment
- chip work procedures:
  - clean hands
  - creating dirty stacks
  - drop cutting
  - heeling
  - plucking
  - sizing
  - sorting
  - spreading
  - stacking
- Blackjack techniques:

- sorting
- shuffling
- cutting
- dealing
- permitted variations to Blackjack rules as approved by the state or territory regulatory authority:
  - name of the game
  - shuffles
  - rules and procedures
  - wagers
- procedures for operating the game:
  - accurately
  - at appropriate pace, considering:
    - customer density
    - decisions per hour
    - rounds per hour
    - specificity to area
- organisational procedures and standard approved rules for Blackjack:
  - accepting wagers
  - refusing wagers
  - paying winnings
  - conducting financial transactions:
    - cash changes
    - cash and colour changes
    - chip purchase vouchers
    - colour changes
    - credits
    - fills
    - promotional tokens
- security procedures to follow in the event of an emergency or potential emergency
- techniques for maintaining correct posture, stance and physical and mental wellbeing while dealing Blackjack games.

## Assessment Conditions

Skills must be demonstrated in a fully equipped gaming environment, with relevant game equipment, cash and chips. This can be:

- an industry workplace
- a simulated industry environment set up for the purposes of assessment, such as a casino training room.

Assessment must ensure access to:

- financial transaction documentation or systems
- current organisational procedures, approved rules and permitted variations
- equipment required for dealing Blackjack games:
  - cards
  - card equipment:
    - cutting device
    - discard rack
    - dealing device (shoe or shuffling machine)
  - signage:
    - advice to players
    - notification of table closure
    - table limit sign
  - table equipment:
    - drop box
    - float tray and cover
    - layout
    - plunger
    - spacers
    - table licence number
    - table number
- groups of Blackjack players with whom the individual can interact during games; these can be:
  - players in an industry workplace who are assisted by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## SITHGAM009 Deal Poker games

### Modification History

Not applicable.

### Application

This unit describes the performance outcomes, skills and knowledge required to inspect and shuffle cards, deal the game, accept wagers and pay out winnings with a focus on the specific rules of Poker.

Those developing training to support this unit must consult the relevant state or territory gaming regulatory authority to determine accreditation arrangements for training organisations, courses and trainers and assessors.

The unit applies to dealers who work in licensed casinos. Dealers work with some supervision and guidance from others within predefined procedures and rules. The unit could also apply to casino personnel who supervise the operation of table games, such as the pit boss and pit manager.

In many states and territories, legislation stipulates that all gaming workers must receive training in the responsible conduct of gambling. This is covered in SITHGAM001 Provide responsible gambling services.

Under some state or territory legislation, personnel who conduct table games within a licensed casino must also hold an individual or occupational gaming licence and achieve competence in units that cover the conduct of the particular table games they operate. This is one of a suite of units that may have to be achieved to comply with their occupational licence.

### Pre-requisite Unit

SITHGAM001 Provide responsible gambling services

### Competency Field

Gaming



## Unit Sector

Hospitality

## Elements and Performance Criteria

### ELEMENTS

### PERFORMANCE CRITERIA

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- |  |   |
|--|---|
| 1. Open table.                               | 1.1. Check approved equipment is on the table and in working order and positioned according to organisational rules and procedures.<br>1.2. Check drop box is attached to table.<br>1.3. Open and balance chip float according to approved documentation and organisational procedures.<br>1.4. Identify and report variances in chip float.                            |
| 2. Handle chips efficiently and effectively. | 2.1. Handle chips according to chip work procedures.<br>2.2. Use correct chip and stack values when accepting wagers and paying winnings.<br>2.3. Maintain chip float in an orderly manner during game operation.   |
| 3. Shuffle and cut cards for Poker games.    | 3.1. Inspect and introduce cards according to game rules and organisational procedures.<br>3.2. Shuffle cards according to game rules, organisational procedures and variations.<br>3.3. Cut cards according to game rules and organisational procedures.   |
| 4. Operate Poker games.                      | 4.1. Make Poker announcements and hand signals.<br>4.2. Deal cards according to Poker rules, organisational procedures and variations.<br>4.3. Deal game at appropriate pace according to organisational standards.   |
| 5. Accept wagers and pay winnings.           | 5.1. Accept or refuse permitted wagers according to organisational procedures and variations.<br>5.2. Determine winning and losing wagers.<br>5.3. Remove losing wagers according to organisational procedures.<br>5.4. Pay and witness winnings according to organisational procedures.<br>5.5. Conduct financial transactions according to organisational procedures. |

- |  |   |
|--|---|
| 6. Deal with gaming irregularities.  | 6.1. Identify and respond to irregularities or non-compliance according to organisational procedures and approved game rules.   |
|  | 6.2. Recognise emergency and potential emergency situations promptly, and take required actions within scope of individual responsibility and according to security procedures. |
| 7. Monitor and respond to suspicious play or behaviour during gaming activities. | 7.1. Monitor gaming activities and watch for indicators of suspicious play or behaviour.  |
|  | 7.2. Follow organisational procedures and approved rules for handling instances of suspicious activity.   |
|  | 7.3. Maintain integrity of the game according to approved rules of the game.  |
| 8. Work at the table safely.   | 8.1. Maintain correct posture and stance at the gaming table during game operation.   |
|  | 8.2. Use correct stretches and exercises at appropriate times according to organisational work health and safety requirements.  |
|  | 8.3. Identify indicators where customer verbal or non-verbal behaviour may adversely affect own mental or physical wellbeing and apply organisational procedures in response.   |
| 9. Close games.  | 9.1. Notify table closure according to approved organisational rules and procedures.  |
|  | 9.2. Reconcile chip float and document the count according to organisational procedures.  |
|  | 9.3. Account for and secure table gaming equipment according to approved procedures.  |

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

### SKILLS

### DESCRIPTION

- |                    |  |
|--------------------|--|
| Reading skills to: | <ul style="list-style-type: none"> <li>• read and interpret documents associated with financial transactions</li> <li>• read game signage.</li> </ul>  |
| Writing skills to: | <ul style="list-style-type: none"> <li>• complete documents associated with:             <ul style="list-style-type: none"> <li>• financial transactions</li> <li>• equipment and logs.</li> </ul> </li> </ul> |

- Oral communication skills to:
- make clear gaming announcements.
- Numeracy skills to:
- calculate wagers
  - count, reconcile and document the chip float
  - process winnings and other financial transactions.
- Learning skills to:
- integrate knowledge of Poker rules, permitted variations, and organisation-specific procedures across multiple games.
- Problem-solving skills to:
- identify and respond to gaming irregularities and suspicious play or behaviour.
- Teamwork skills to:
- communicate with dealers and management.
- Self-management skills to:
- use correct dealing technique according to organisational work health and safety requirements.
- Technology skills to:
- use automated table operations management (ATOM), shuffle machines and electronic display.

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITHGAM009 Deal Poker games

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- deal the game of Poker for at least 20 rounds over a minimum of two service periods, with at least one service period being conducted under normal supervisory levels and demonstrate the following according to organisational procedures and approved rules within typical workplace time constraints:
  - open and close Poker tables
  - inspect and shuffle cards
  - accept and process different wagers
  - pay out winnings
- demonstrate application of Poker rules, permitted variations, and organisation-specific procedures during above games.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- composition of appropriate Poker chip float:
  - cash chips or plaques
  - tournament chips
  - promotional tokens
- Poker terminology and equipment
- chip work procedures:
  - clean hands
  - creating dirty stacks
  - drop cutting
  - heeling
  - plucking
  - sizing
  - sorting
  - spreading
  - stacking
- Poker techniques:

- shuffling
- cutting
- dealing
- permitted variations to Poker rules:
  - different varieties of Poker, which include:
    - Seven Card Stud
    - Three Card Manilla
    - Omaha
    - Five Card Stud
- procedures for operating the game:
  - accurately
  - at appropriate pace, considering:
    - customer density
    - decisions per hour
    - rounds per hour
    - specificity to area
- organisational procedures and standard approved rules for Poker:
  - accepting wagers
  - refusing wagers
  - paying winnings
  - conducting financial transactions:
    - cash changes
    - cash and colour changes
    - chip purchase vouchers
    - colour changes
    - credits
    - fills
    - promotional tokens
- security procedures to follow in the event of an emergency or potential emergency
- techniques for maintaining correct posture, stance and physical and mental wellbeing while dealing Poker games.

## Assessment Conditions

Skills must be demonstrated in a fully equipped gaming environment, with relevant game equipment, cash and chips. This can be:

- an industry workplace
- a simulated industry environment set up for the purposes of assessment, such as a casino training room.

Assessment must ensure access to:

- financial transaction documentation or systems
- current organisational procedures, approved rules and permitted variations
- equipment required for dealing Poker games:
  - cards
  - card equipment:
    - discard rack
    - shoe or dealing device
    - shuffling machine
  - dealer button or puck
  - signage:
    - advice to players
    - notification of table closure
    - table limit sign
  - table equipment:
    - drop box
    - float tray and cover
    - layout
    - plaque box
    - plunger
    - spacers
    - table licence number
    - table number
- groups of Poker players with whom the individual can interact during games; these can be:
  - players in an industry workplace who are assisted by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## SITHGAM010 Deal Pontoon games

### Modification History

Not applicable.

### Application

This unit describes the performance outcomes, skills and knowledge required to inspect and shuffle cards, deal the game, accept wagers and pay out winnings with a focus on the specific rules of Pontoon.

Those developing training to support this unit must consult the relevant state or territory gaming regulatory authority to determine accreditation arrangements for training organisations, courses and trainers and assessors.

The unit applies to dealers who work in licensed casinos. Dealers work with some supervision and guidance from others within predefined procedures and rules. The unit could also apply to casino personnel who supervise the operation of table games, such as the pit boss and pit manager.

In many states and territories, legislation stipulates that all gaming workers must receive training in the responsible conduct of gambling. This is covered in SITHGAM001 Provide responsible gambling services.

Under some state or territory legislation, personnel who conduct table games within a licensed casino must also hold an individual or occupational gaming licence and achieve competence in units that cover the conduct of the particular table games they operate. This is one of a suite of units that may have to be achieved to comply with their occupational licence.

### Pre-requisite Unit

SITHGAM001 Provide responsible gambling services

### Competency Field

Gaming

## Unit Sector

Hospitality

## Elements and Performance Criteria

### ELEMENTS

### PERFORMANCE CRITERIA

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- |  |   |
|--|---|
| 1. Open table.                               | 1.1. Check approved equipment is on the table and in working order and positioned according to organisational rules and procedures.<br>1.2. Check drop box is attached to table.<br>1.3. Open and balance chip float according to approved documentation and organisational procedures.<br>1.4. Identify and report variances in chip float.                            |
| 2. Handle chips efficiently and effectively. | 2.1. Handle chips according to chip work procedures.<br>2.2. Use correct chip and stack values when accepting wagers and paying winnings.<br>2.3. Maintain chip float in an orderly manner during game operation.   |
| 3. Shuffle and cut cards for Pontoon games.  | 3.1. Inspect and introduce cards according to game rules and organisational procedures.<br>3.2. Shuffle cards according to game rules, organisational procedures and variations.<br>3.3. Cut cards according to game rules and organisational procedures.   |
| 4. Operate Pontoon games.                    | 4.1. Make Pontoon announcements and hand signals.<br>4.2. Deal cards according to Pontoon rules, organisational procedures and variations.<br>4.3. Deal game at appropriate pace according to organisational standards.   |
| 5. Accept wagers and pay winnings.           | 5.1. Accept or refuse permitted wagers according to organisational procedures and variations.<br>5.2. Determine winning and losing wagers.<br>5.3. Remove losing wagers according to organisational procedures.<br>5.4. Pay and witness winnings according to organisational procedures.<br>5.5. Conduct financial transactions according to organisational procedures. |



- |  |   |
|--|---|
| 6. Deal with gaming irregularities.  | 6.1. Identify and respond to irregularities or non-compliance according to organisational procedures and approved game rules.   |
|  | 6.2. Recognise emergency and potential emergency situations promptly, and take required actions within scope of individual responsibility and according to security procedures. |
| 7. Monitor and respond to suspicious play or behaviour during gaming activities. | 7.1. Monitor gaming activities and watch for indicators of suspicious play or behaviour.  |
|  | 7.2. Follow organisational procedures and approved rules for handling instances of suspicious activity.   |
|  | 7.3. Maintain integrity of the game according to approved rules of the game.  |
| 8. Work at the table safely.   | 8.1. Maintain correct posture and stance at the gaming table during game operation.   |
|  | 8.2. Use correct stretches and exercises at appropriate times according to organisational work health and safety requirements.  |
|  | 8.3. Identify indicators where customer verbal or non-verbal behaviour may adversely affect own mental or physical wellbeing and apply organisational procedures in response.   |
| 9. Close games.  | 9.1. Notify table closure according to approved organisational rules and procedures.  |
|  | 9.2. Reconcile chip float and document the count according to organisational procedures.  |
|  | 9.3. Account for and secure table gaming equipment according to approved procedures.  |

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

### SKILLS

### DESCRIPTION

- |                    |  |
|--------------------|--|
| Reading skills to: | <ul style="list-style-type: none"> <li>• read and interpret documents associated with financial transactions</li> <li>• read game signage.</li> </ul>  |
| Writing skills to: | <ul style="list-style-type: none"> <li>• complete documents associated with:             <ul style="list-style-type: none"> <li>• financial transactions</li> <li>• equipment and logs.</li> </ul> </li> </ul> |

- Oral communication skills to:
- make clear gaming announcements.
- Numeracy skills to:
- count cards and calculate wagers
  - count, reconcile and document the chip float
  - process winnings and other financial transactions.
- Learning skills to:
- integrate knowledge of Pontoon rules, permitted variations, and organisation-specific procedures across multiple games.
- Problem-solving skills to:
- identify and respond to gaming irregularities and suspicious play or behaviour.
- Teamwork skills to:
- communicate with dealers and management.
- Self-management skills to:
- use correct dealing technique according to organisational work health and safety requirements.
- Technology skills to:
- use automated table operations management (ATOM), shuffle machines, electronic shoe and electronic display.

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITHGAM010 Deal Pontoon games

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- deal the game of Pontoon for at least 20 hands over a minimum of two service periods, with at least one service period being conducted under normal supervisory levels, and demonstrate the following according to organisational procedures and approved rules within typical workplace time constraints:
  - open and close Pontoon tables
  - inspect and shuffle cards
  - accept and process different wagers
  - pay out winnings
- demonstrate application of Pontoon rules, permitted variations, and organisation-specific procedures during above games.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- composition of appropriate Pontoon chip float:
  - cash and value chips or plaques
  - non-value chips
  - promotional tokens
- Pontoon terminology and equipment
- chip work procedures:
  - clean hands
  - creating dirty stacks
  - drop cutting
  - heeling
  - plucking
  - sizing
  - sorting
  - spreading
  - stacking
- Pontoon techniques:

- shuffling
- cutting
- dealing
- permitted variations to Pontoon rules as approved by the state or territory regulatory authority:
  - name of the game
  - shuffles
  - rules and procedures
  - wagers
- procedures for operating the game:
  - accurately
  - at appropriate pace, considering:
    - customer density
    - decisions per hour
    - rounds per hour
    - specificity to area
- organisational procedures and standard approved rules for Pontoon:
  - accepting wagers
  - refusing wagers
  - paying winnings
  - conducting financial transactions:
    - cash changes
    - cash and colour changes
    - chip purchase vouchers
    - colour changes
    - credits
    - fills
    - promotional tokens
- security procedures to follow in the event of an emergency or potential emergency
- techniques for maintaining correct posture, stance and physical and mental wellbeing while dealing Pontoon games.

## Assessment Conditions

Skills must be demonstrated in a fully equipped gaming environment, with relevant game equipment, cash and chips. This can be:

- an industry workplace
- a simulated industry environment set up for the purposes of assessment, such as a casino training room.

Assessment must ensure access to:

- financial transaction documentation or systems
- current organisational procedures, approved rules and permitted variations
- equipment required for dealing Pontoon games:
  - cards
  - card equipment:
    - cutting device
    - discard rack
    - dealing device (shoe or shuffling machine)
  - signage:
    - advice to players
    - notification of table closure
    - table limit sign
  - table equipment:
    - drop box
    - float tray and cover
    - layout
    - plunger
    - spacers
    - table licence number
    - table number
  - Pontoon Pandemonium button and jackpot meter
- groups of Pontoon players with whom the individual can interact during games; these can be:
  - players in an industry workplace who are assisted by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# SITHGAM011 Conduct Rapid Roulette games

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to operate the Rapid Roulette wheel, accept wagers and pay out winnings with a focus on specific game rules.

Those developing training to support this unit must consult the relevant state or territory gaming regulatory authority to determine accreditation arrangements for training organisations, courses and trainers and assessors.

The unit applies to dealers who work in licensed casinos. Dealers work with some supervision and guidance from others within predefined procedures and rules. The unit could also apply to casino personnel who supervise the operation of table games, such as the pit boss and pit manager.

In many states and territories, legislation stipulates that all gaming workers must receive training in the responsible conduct of gambling. This is covered in SITHGAM001 Provide responsible gambling services.

Under some state or territory legislation, personnel who conduct table games within a licensed casino must also hold an individual or occupational gaming licence and achieve competence in units that cover the conduct of the particular table games they operate. This is one of a suite of units that may have to be achieved to comply with their occupational licence.

## Pre-requisite Unit

SITHGAM001 Provide responsible gambling services

## Competency Field

Gaming

## Unit Sector

Hospitality

## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential outcomes.

1. Open table.
2. Handle chips efficiently and effectively.
3. Operate Rapid Roulette games.
4. Accept wagers and pay winnings.
5. Deal with gaming irregularities.

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Check approved equipment is on the table and in working order and positioned according to organisational rules and procedures.
- 1.2. Check drop box is attached to table.
- 1.3. Open and balance chip float according to approved documentation and organisational procedures.
- 1.4. Identify and report variances in chip float.
- 1.5. Activate dealer and player terminals.
- 2.1. Handle chips according to chip work procedures.
- 2.2. Use correct chip and stack values when cashing out customers.
- 2.3. Maintain chip float in an orderly manner during game operation.
- 3.1. Make Rapid Roulette announcements and hand signals.
- 3.2. Spin wheel and ball according to game rules, organisational procedures and variations.
- 3.3. Operate Rapid Roulette equipment according to design functions and manufacturer instructions.
- 3.4. Conduct game at appropriate pace according to organisational standards.
- 4.1. Accept or refuse permitted wagers according to organisational procedures and variations.
- 4.2. Determine winning and losing wagers via dealer terminal.
- 4.3. Confirm winning wagers via dealer terminal.
- 4.4. Conduct financial transactions according to organisational procedures.
- 5.1. Identify and respond to irregularities or malfunctions according to organisational procedures and approved game rules.
- 5.2. Recognise emergency and potential emergency situations promptly and take required action within scope of individual responsibility and according to organisational procedures.

- |  |  |
|--|--|
| 6. Monitor gaming activities for suspicious play or behaviour. | 6.1. Monitor gaming activity for indicators of suspicious play or behaviour.<br>6.2. Follow organisation procedures and approved rules for handling suspicious activity.<br>6.3. Maintain integrity of the game according to the approved rules of the game.   |
| 7. Work at the table safely.                                   | 7.1. Maintain correct posture and stance at the gaming table during game operation.<br>7.2. Use correct stretches and exercises at appropriate times according to organisational work health and safety requirements.<br>7.3. Identify indicators where customer verbal or non-verbal behaviour may adversely affect own mental or physical wellbeing and apply organisational procedures in response.<br>7.4. Ensure microphone is adjusted to correct height and distance. |
| 8. Close table.  | 8.1. Notify table closure according to approved organisational rules and procedures.<br>8.2. Reconcile chip float and document the count according to organisational procedures.<br>8.3. Account for and secure table gaming equipment according to approved procedures.<br>8.4. Ensure all customers have cashed out.<br>8.5. Disable both dealer and player terminals.   |

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| <b>SKILLS</b>                 | <b>DESCRIPTION</b>  |
|-------------------------------|---|
| Reading skills to:            | <ul style="list-style-type: none"> <li>• read and interpret documents associated with financial transactions</li> <li>• read:                             <ul style="list-style-type: none"> <li>• relevant buttons on dealer terminal</li> <li>• layout and buttons on player terminal</li> <li>• game signage.</li> </ul> </li> </ul> |
| Writing skills to:            | <ul style="list-style-type: none"> <li>• complete documents associated with financial transactions.</li> </ul>  |
| Oral communication skills to: | <ul style="list-style-type: none"> <li>• make clear gaming announcements</li> <li>• use microphone to organisational standards.</li> </ul>  |



- Numeracy skills to:
- process winnings and other financial transactions.
- Learning skills to:
- integrate knowledge of Rapid Roulette rules, permitted variations, and organisation-specific procedures across multiple games.
- Problem-solving skills to:
- identify and respond to gaming irregularities, malfunctions, and suspicious play or behaviour.
- Teamwork skills to:
- communicate with dealers, management and other related departments.
- Self-management skills to:
- use correct spinning techniques according to organisational work health and safety requirements.
- Technology skills to:
- use dealer terminal and automated table operations management (ATOM)
  - understand functions available on a player terminal.

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITHGAM011 Conduct Rapid Roulette games

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- deal the game of Rapid Roulette for at least 20 rounds over a minimum of two service periods, with at least one service period being conducted under normal supervisory levels, and demonstrate the following according to organisational procedures and approved rules within typical workplace time constraints:
  - open and close Rapid Roulette tables
  - spin wheel and ball
  - accept and process different wagers
  - pay out winnings
- demonstrate application of Rapid Roulette rules, permitted variations, and organisation-specific procedures during above games.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- composition of appropriate Rapid Roulette chip float:
  - cash and value chips or plaques
  - non-value chips
  - promotional tokens
- Rapid Roulette terminology
- Rapid Roulette equipment and techniques
- in house computer system for the Rapid Roulette station and player terminals that link to back of house system
- permitted variations to Rapid Roulette rules as approved by the state or territory regulatory authority:
  - name of the game
  - rules and procedures
  - wagers
- procedures for operating the game:
  - accurately

- at appropriate pace, considering:
  - customer density
  - decisions per hour
  - rounds per hour
  - specificity to area
- organisational procedures and standard approved rules for Rapid Roulette:
  - accepting wagers
  - refusing wagers
  - paying winnings
  - conducting financial transactions:
    - cash changes
    - cash and colour changes
    - chip purchase vouchers
    - colour changes
    - credits
    - fills
    - promotional tokens
- security procedures to follow in the event of an emergency or potential emergency
- techniques for maintaining correct posture, stance and physical and mental wellbeing while conducting Rapid Roulette games.

## Assessment Conditions

Skills must be demonstrated in a fully equipped gaming environment, with relevant game equipment, cash and chips. This can be:

- an industry workplace
- a simulated industry environment set up for the purposes of assessment, such as a casino training room.

Assessment must ensure access to:

- financial transaction documentation or systems
- current organisational procedures, approved rules and permitted variations
- equipment required for conducting Rapid Roulette games:
  - approved Rapid Roulette wheel
  - electronic results display
  - dealer terminal, key pad and associated equipment
  - Roulette balls
  - change block
  - plunger
  - float cover

- drop box
- table licence number
- table number
- signage:
  - advice to players
  - notification of table closure
  - table limit sign
- in house computer system for the Rapid Roulette station
- player terminals that link to back of house system
- groups of Rapid Roulette players with whom the individual can interact during games; these can be:
  - players in an industry workplace who are assisted by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## SITHGAM012 Conduct Roulette games

### Modification History

Not applicable.

### Application

This unit describes the performance outcomes, skills and knowledge required to operate the Roulette wheel, accept wagers and pay out winnings with a focus on specific game rules.

Those developing training to support this unit must consult the relevant state or territory gaming regulatory authority to determine accreditation arrangements for training organisations, courses and trainers and assessors.

The unit applies to dealers who work in licensed casinos. Dealers work with some supervision and guidance from others within predefined procedures and rules. The unit could also apply to casino personnel who supervise the operation of table games, such as the pit boss and pit manager.

In many states and territories, legislation stipulates that all gaming workers must receive training in the responsible conduct of gambling. This is covered in SITHGAM001 Provide responsible gambling services.

Under some state or territory legislation, personnel who conduct table games within a licensed casino must also hold an individual or occupational gaming licence and achieve competence in units that cover the conduct of the particular table games they operate. This is one of a suite of units that may have to be achieved to comply with their occupational licence.

### Pre-requisite Unit

SITHGAM001 Provide responsible gambling services

### Competency Field

Gaming

### Unit Sector

Hospitality

## Elements and Performance Criteria

### ELEMENTS

### PERFORMANCE CRITERIA

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Open table.

1.1. Check approved equipment is on the table and in working order and positioned according to organisational rules and procedures.

1.2. Check drop box is attached to table and correct game/table number is reflected.

1.3. Open and balance chip float according to approved documentation and organisational procedures.

1.4. Identify and report variances in chip float.

2. Handle chips efficiently and effectively.

2.1. Handle chips according to chip work procedures.

2.2. Use correct chip and stack values when accepting wagers and paying winnings.

2.3. Maintain chip float in an orderly manner during game operation.

3. Operate Roulette games.

3.1. Make Roulette announcements and hand signals.

3.2. Spin wheel and ball according to game rules, organisational procedures and variations.

3.3. Spin ball to complete at least the minimum revolutions as stated in organisational procedures.

3.4. Spin the ball in both directions on a left and right handed wheel.

3.5. Operate Roulette equipment according to design functions and manufacturer instructions.

3.6. Conduct game at appropriate pace according to organisational standards.

4. Accept wagers and pay winnings.

4.1. Accept or refuse permitted wagers according to organisational procedures and variations.

4.2. Determine winning and losing wagers.

4.3. Identify and remove losing wagers according to organisational procedures.

4.4. Pay and witness winnings according to organisational procedures.

4.5. Conduct financial transactions according to organisational procedures.

5. Deal with gaming irregularities.

5.1. Identify and respond to irregularities or non-compliance according to organisational procedures and approved game rules.

5.2. Recognise emergency and potential emergency situations

- promptly and take required action within scope of individual responsibility and according to organisational procedures.
6. Monitor and respond to suspicious play or behaviour during gaming activities.
    - 6.1. Monitor gaming activity for indicators of suspicious play or behaviour.
    - 6.2. Follow organisation procedures and approved rules for handling suspicious activity.
    - 6.3. Maintain integrity of the game according to the approved rules of the game.
  7. Work at the table safely.
    - 7.1. Maintain correct posture and stance at the gaming table during game operation.
    - 7.2. Use correct stretches and exercises at appropriate times according to organisational work health and safety requirements.
    - 7.3. Identify indicators where customer verbal or non-verbal behaviour may adversely affect own mental or physical wellbeing and apply organisational procedures in response.
  8. Close table.
    - 8.1. Notify table closure according to approved organisational rules and procedures.
    - 8.2. Reconcile chip float and document the count according to organisational procedures.
    - 8.3. Account for and secure table gaming equipment according to approved procedures.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| SKILLS                        | DESCRIPTION  |
|-------------------------------|--|
| Reading skills to:            | <ul style="list-style-type: none"> <li>• read and interpret documentation associated with financial transactions</li> <li>• read game signage.</li> </ul>  |
| Writing skills to:            | <ul style="list-style-type: none"> <li>• complete documents associated with:               <ul style="list-style-type: none"> <li>• financial transactions</li> <li>• equipment and logs.</li> </ul> </li> </ul> |
| Oral communication skills to: | <ul style="list-style-type: none"> <li>• make clear gaming announcements.</li> </ul>   |
| Numeracy skills to:           | <ul style="list-style-type: none"> <li>• count, reconcile and document the chip float</li> </ul>   |

- calculate wagers
  - process winnings and other financial transactions.
- Learning skills to:
- integrate knowledge of Roulette rules, permitted variations, and organisation-specific procedures across multiple games.
- Problem-solving skills to:
- identify and respond to gaming irregularities and suspicious play or behaviour.
- Teamwork skills to:
- communicate with dealers and management.
- Self-management skills to:
- use correct spinning techniques according to organisational work health and safety requirements.
- Technology skills to:
- use automated table operations management (ATOM) and chipping machines.

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>



# Assessment Requirements for SITHGAM012 Conduct Roulette games

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- conduct the game of Roulette for at least 20 spins over a minimum of two service periods, with at least one service period being conducted under normal supervisory levels and demonstrate the following according to organisational procedures and approved rules within typical workplace time constraints:
  - open and close Roulette tables
  - spin wheel and ball
  - accept and process different wagers
  - remove losing wagers
  - pay out winnings
- demonstrate application of Roulette rules, permitted variations, and organisation-specific procedures during above games.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- composition of appropriate Roulette chip float:
  - cash and value chips or plaques
  - marker buttons identifying higher limit
  - non-value chips
  - promotional tokens
- Roulette terminology, equipment and techniques
- chip work procedures:
  - clean hands
  - drop cutting
  - pencilling
  - sizing
  - sorting
  - spreading
  - stacking

- permitted variations to Roulette rules as approved by the state or territory regulatory authority:
  - name of the game
  - rules and procedures
  - wagers
- procedures for operating the game:
  - accurately
  - at appropriate pace, considering:
    - customer density
    - decisions per hour
    - rounds per hour
    - specificity to area
- organisational procedures and standard approved rules for Roulette:
  - accepting wagers
  - refusing wagers
  - paying winnings
  - conducting financial transactions:
    - cash changes
    - cash and colour changes
    - chip purchase vouchers
    - colour changes
    - credits
    - fills
    - promotional tokens and vouchers
- security procedures to follow in the event of an emergency or potential emergency
- techniques for maintaining correct posture, stance and physical and mental wellbeing while conducting Roulette games.

## Assessment Conditions

Skills must be demonstrated in a fully equipped gaming environment, with relevant game equipment, cash and chips. This can be:

- an industry workplace
- a simulated industry environment set up for the purposes of assessment, such as a casino training room.

Assessment must ensure access to:

- financial transaction documentation or systems
- current organisational procedures, approved rules and permitted variations
- equipment required for conducting Roulette games:

- change block
- chip tree
- chipping machine
- dolly
- marker buttons
- roulette balls
- chip inventory slips
- plunger
- table equipment
- drop box
- float cover
- layout to approved organisational design
- table licence number
- table number
- signage:
  - advice to players
  - notification of table closure
  - table limit sign
- groups of players with whom the individual can interact during games; these can be:
  - players in an industry workplace who are assisted by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## SITHGAM013 Conduct Sic Bo games

### Modification History

Not applicable.

### Application

This unit describes the performance outcomes, skills and knowledge required to operate the Sic Bo electronic dice tumbling device, accept wagers and pay out winnings with a focus on the specific rules of the game.

Those developing training to support this unit must consult the relevant state or territory gaming regulatory authority to determine accreditation arrangements for training organisations, courses and trainers and assessors.

The unit applies to dealers who work in licensed casinos. Dealers work with some supervision and guidance from others within predefined procedures and rules. The unit could also apply to casino personnel who supervise the operation of table games, such as the pit boss and pit manager.

In many states and territories, legislation stipulates that all gaming workers must receive training in the responsible conduct of gambling. This is covered in SITHGAM001 Provide responsible gambling services.

Under some state or territory legislation, personnel who conduct table games within a licensed casino must also hold an individual or occupational gaming licence and achieve competence in units that cover the conduct of the particular table games they operate. This is one of a suite of units that may have to be achieved to comply with their occupational licence.

### Pre-requisite Unit

SITHGAM001 Provide responsible gambling services

### Competency Field

Gaming

## Unit Sector

Hospitality

## Elements and Performance Criteria

### ELEMENTS

### PERFORMANCE CRITERIA

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- |  |   |
|--|---|
| 1. Open table.                               | 1.1. Check approved equipment is on the table and in working order and positioned according to organisational rules and procedures.<br>1.2. Check drop box is attached to table.<br>1.3. Open and balance chip float according to approved documentation and organisational procedures.<br>1.4. Identify and report variances in chip float.                            |
| 2. Handle chips efficiently and effectively. | 2.1. Handle chips according to chip work procedures.<br>2.2. Use correct chip and stack values when accepting wagers and paying winnings.<br>2.3. Maintain chip float in an orderly manner during game operation.   |
| 3. Operate Sic Bo games.                     | 3.1. Make Sic Bo announcements and hand signals.<br>3.2. Use the dice according to game rules, organisational procedures and variations.<br>3.3. Operate Sic Bo equipment according to design functions and manufacturer instructions.<br>3.4. Conduct game at appropriate pace according to organisational standards.  |
| 4. Accept wagers and pay winnings.           | 4.1. Accept or refuse permitted wagers according to organisational procedures and variations.<br>4.2. Determine winning and losing wagers.<br>4.3. Remove losing wagers according to organisational procedures.<br>4.4. Pay and witness winnings according to organisational procedures.<br>4.5. Conduct financial transactions according to organisational procedures. |
| 5. Deal with gaming irregularities.          | 5.1. Identify and respond to irregularities or non-compliance according to organisational procedures and approved game rules.<br>5.2. Recognise emergency and potential emergency situations  |

- promptly, and take required actions within scope of individual responsibility and according to security procedures.
6. Monitor and respond to suspicious play or behaviour during gaming activities.
    - 6.1. Monitor gaming activities and watch for indicators of suspicious play or behaviour.
    - 6.2. Follow organisational procedures and approved rules for handling instances of suspicious activity.
    - 6.3. Maintain integrity of the game according to approved rules of the game.
  7. Work at the table safely.
    - 7.1. Maintain correct posture and stance at the gaming table during game operation.
    - 7.2. Use correct stretches and exercises at appropriate times according to organisational work health and safety requirements.
    - 7.3. Identify indicators where customer verbal or non-verbal behaviour may adversely affect own mental or physical wellbeing and apply organisational procedures in response.
  8. Close games.
    - 8.1. Notify table closure according to approved organisational rules and procedures.
    - 8.2. Reconcile chip float and document the count according to organisational procedures.
    - 8.3. Account for and secure table gaming equipment according to approved procedures.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| SKILLS                        | DESCRIPTION  |
|-------------------------------|--|
| Reading skills to:            | <ul style="list-style-type: none"> <li>• read and interpret documents associated with financial transactions</li> <li>• read game signage.</li> </ul>  |
| Writing skills to:            | <ul style="list-style-type: none"> <li>• complete documents associated with:               <ul style="list-style-type: none"> <li>• financial transactions</li> <li>• equipment and logs.</li> </ul> </li> </ul> |
| Oral communication skills to: | <ul style="list-style-type: none"> <li>• make clear gaming announcements.</li> </ul>   |
| Numeracy skills to:           | <ul style="list-style-type: none"> <li>• calculate sometimes complex wagers</li> </ul>   |

- count, reconcile and document the chip float
  - process winnings and other financial transactions.
- Learning skills to:
- integrate knowledge of Sic Bo rules, permitted variations, and organisation-specific procedures across multiple games.
- Problem-solving skills to:
- identify and respond to gaming irregularities and suspicious play or behaviour.
- Teamwork skills to:
- communicate with dealers and management.
- Self-management skills to:
- use correct techniques according to organisational work health and safety requirements.
- Technology skills to:
- use automated table operations management (ATOM) control unit to record result.

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITHGAM013 Conduct Sic Bo games

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- operate Sic Bo dice tumbler for at least 20 rounds over a minimum of two service periods, with at least one service period being conducted under normal supervisory levels and demonstrate the following according to organisational procedures and approved rules within typical workplace time constraints:
  - open and close Sic Bo tables
  - accept and process different wagers
  - pay out winnings
- demonstrate application of Sic Bo rules, permitted variations, and organisation-specific procedures during above games.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- composition of appropriate Sic Bo chip float:
  - cash and value chips or plaques
  - marker buttons identifying higher limit
  - non-value chips
  - promotional tokens
- Sic Bo terminology, equipment and techniques
- chip work procedures:
  - clean hands
  - creating dirty stacks
  - drop cutting
  - heeling
  - plucking
  - sizing
  - sorting
  - spreading
  - stacking



- permitted variations to Sic Bo rules as approved by the state or territory regulatory authority:
  - name of the game
  - rules and procedures
  - wagers
- procedures for operating the game:
  - accurately
  - at appropriate pace, considering:
    - customer density
    - decisions per hour
    - rounds per hour
    - specificity to area
- organisational procedures and standard approved rules for Sic Bo:
  - accepting wagers
  - refusing wagers
  - paying winnings
  - conducting financial transactions:
    - cash changes
    - cash and colour changes
    - chip purchase vouchers
    - colour changes
    - credits
    - fills
    - promotional tokens
- security procedures to follow in the event of an emergency or potential emergency
- techniques for maintaining correct posture, stance and physical and mental wellbeing while conducting Sic Bo games.

## Assessment Conditions

Skills must be demonstrated in a fully equipped gaming environment, with relevant game equipment, cash and chips. This can be:

- an industry workplace
- a simulated industry environment, such as a casino training room.

Assessment must ensure access to:

- financial transaction documentation or systems
- current organisational procedures, approved rules and permitted variations
- equipment required for conducting Sic Bo games:
  - change block

- plunger
- float cover
- drop box
- table licence number
- table number
- layout
- electronic dice tumbling device and cover
- electronic key pad and associated equipment
- signage:
  - advice to players
  - notification of table closure
- groups of Sic Bo players with whom the individual can interact during games; these can be:
  - players in an industry workplace who are assisted by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# SITHGAM014 Manage gaming activities

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to manage various aspects of gaming, including development of new activities, and venue design, promotion, security and compliance.

The unit applies to all gaming venues with gaming machines, Totalisator Agency Board (TAB) or Keno services, and to gaming managers who operate independently and with significant operational management responsibilities. The unit does not cover the development and management of table games.

In many states and territories, legislation stipulates that all gaming workers must receive training in the responsible conduct of gambling. This is covered in SITHGAM001 Provide responsible gambling services.

## Pre-requisite Unit

SITHGAM001 Provide responsible gambling services

## Competency Field

Gaming

## Unit Sector

Hospitality

## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential outcomes.

1. Develop gaming

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1.1. Research gaming requirements based on customer

- activities. preferences, budget, location and organisational objectives.
- 1.2. Identify and research information on potential gaming activities and products.
  - 1.3. Select gaming products suited to the venue and purpose.
  - 1.4. Establish and monitor gaming policies, systems and procedures according to legislative and organisational requirements.
  - 1.5. Investigate computer applications for gaming, and set up and implement appropriate systems and records.
  - 1.6. Research, plan and set up data systems for safety, security and accounting purposes and put monitoring procedures in place.
  - 1.7. Establish resource requirements, including staffing, furniture, equipment and fittings, and training.
2. Develop and maintain a gaming venue.
    - 2.1. Design a plan for the gaming floor according to venue capability.
    - 2.2. Analyse and select appropriate furniture, machines, equipment and fittings based on key considerations.
    - 2.3. Analyse appropriate systems where required.
    - 2.4. Plan pre-installation, including staffing and training, and location and operation of equipment and service design.
    - 2.5. Negotiate terms for appropriate equipment and fittings to achieve agreed budget and requirements.
    - 2.6. Procure and install furniture, equipment and fittings.
    - 2.7. Monitor gaming location for effective operation and modify as required.
  3. Monitor gaming activities.
    - 3.1. Summarise and analyse gaming data and prepare recommendations.
    - 3.2. Develop reports on gaming activities and submit to appropriate personnel.
    - 3.3. Analyse gaming operations problems and develop strategies for enhanced performance.
    - 3.4. Match data against key performance indicators and benchmarks.
  4. Develop promotional activities for gaming.
    - 4.1. Conduct research to determine suitable promotional activities.
    - 4.2. Formulate promotional activities based on business and customer needs.
    - 4.3. Develop action plans and evaluation mechanisms for promotional activities.
  5. Organise and monitor security for gaming venue.
    - 5.1. Develop, implement and monitor gaming security policies and procedures according to legislative requirements, and confidentiality and privacy provisions.
    - 5.2. Ensure that appropriately trained security personnel are

employed.

6. Ensure business compliance.

- 6.1. Identify and meet legal obligations for gaming activities.  
6.2. Make information and signage on organisational gaming activities and responsible gambling policies available to customers and employees.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| SKILLS                               | DESCRIPTION   |
|--------------------------------------|---|
| Reading skills to:                   | <ul style="list-style-type: none"> <li>research potentially complex information on gaming activities, requirements and trends.</li> </ul>   |
| Writing skills to:                   | <ul style="list-style-type: none"> <li>prepare promotional information on gaming activities</li> <li>oversee the development of plain English policies and procedures.</li> </ul> |
| Oral communication skills to:        | <ul style="list-style-type: none"> <li>negotiate with suppliers.</li> </ul>   |
| Numeracy skills to:                  | <ul style="list-style-type: none"> <li>calculate return on gaming activities</li> <li>understand probability theory.</li> </ul>   |
| Problem-solving skills to:           | <ul style="list-style-type: none"> <li>respond to operational management issues.</li> </ul>   |
| Initiative and enterprise skills to: | <ul style="list-style-type: none"> <li>proactively seek new product opportunities.</li> </ul>   |
| Planning and organising skills to:   | <ul style="list-style-type: none"> <li>manage the planning and implementation of new gaming activities.</li> </ul>  |
| Technology skills to:                | <ul style="list-style-type: none"> <li>evaluate the operation of gaming systems.</li> </ul>   |

## Unit Mapping Information

SITHGAM501 Manage gaming activities

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITHGAM014 Manage gaming activities

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- research and develop a plan for a gaming venue, featuring at least three of the gaming activities listed in the knowledge evidence and taking into account:
  - customer needs and business objectives
  - available products and technologies
  - promotional strategies
  - compliance with gaming legislation and regulation, and work health and safety requirements
  - venue design and layout (where venue is a physical amenity)
  - organisational policies and procedures
  - resource requirements including staffing
  - security policies and procedures
  - reporting processes and procedures.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- current gaming environment, trends and market in which the gaming organisation operates
- factors to consider when determining a business or customer's needs with regard to a gaming venue:
  - budget
  - demographics of potential customers
  - legislative requirements
  - player loyalty
  - responsible gaming
  - themes
- variety of gaming systems:
  - cashcades
  - central monitoring

- communication
- data retrieval and promotion systems
- linked progressive jackpot systems:
  - random jackpots
  - combination specific jackpots
- membership reward systems
- gaming activities:
  - electronic gaming machines
  - internet gaming
  - Keno
  - linked progressive jackpot systems
  - multi-terminal gaming machines (MTGMs)
  - sports betting
  - Totalisator Agency Board (TAB)
- factors to consider when designing a gaming facility:
  - customer considerations:
    - accessibility
    - gaming preferences
    - player comfort
    - decor
    - furniture, equipment and fittings
    - legislative requirements
    - noise levels
    - theming
    - traffic and work flow
- information and signage on gaming activities and responsible gambling:
  - available games and game rules
  - available problem gambling support services
  - complaints resolution processes
  - self-exclusion and exclusion provisions
  - hours of gambling services
  - policy and mission statement on responsible gambling
  - information on odds, win rates or return rates to player
  - venue code of conduct
- common promotional activities for gaming venues:
  - cross-promotional activities with other operational areas
  - member reward systems
  - player reward systems
  - promotional events



- sources of information for, and key features of, current gaming products, technology and systems
- gaming psychology in relation to developing, promoting and managing gaming activities
- duty of care ethics of gaming related to the operation of a gaming venue
- typical gaming reporting formats and procedures
- gaming and probability theory as it relates to the operation of a gaming venue
- purpose and requirements of:
  - current federal, and state or territory legislation, regulations and compliance requirements relating to gaming
  - relevant codes of conduct in relation to gaming, betting and responsible conduct of gambling
- roles and requirements of other authorities in relation to gaming
- security policies and procedures relevant to gaming activities:
  - cash control
  - closed-circuit television monitoring
  - investigating discrepancies in reports and accounts
  - key access and control systems
  - security clearance procedures, security checks of staff and players
  - specialist security activities
- taxation structures for gaming activities.

## Assessment Conditions

Skills must be demonstrated in an operational gaming environment for which the individual can plan and develop gaming facilities, systems and promotional initiatives. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- a real or simulated gaming business with associated organisational budget for gaming activities
- physical and human resources required to establish a gaming venue
- suppliers and promoters of gaming products with whom the individual can interact; these can be:
  - in an industry workplace who are assisted by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## **Links**

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# SITHGAM015 Attend casino gaming machines

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to maintain casino gaming machines, make payouts on them, check security of gaming areas, and provide advice on games offered by the organisation.

The unit applies to gaming areas in casinos, and to gaming attendants who work under general supervision within established procedures. It applies to all electronic data transfer (EDT) and data retrieval and promotion systems, and to player tracking and government monitoring systems.

In many states and territories, legislation stipulates that all gaming workers must receive training in the responsible conduct of gambling. This is covered in SITHGAM001 Provide responsible gambling services.

## Pre-requisite Unit

SITHGAM001 Provide responsible gambling services

## Competency Field

Gaming

## Unit Sector

Hospitality

## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential outcomes.

1. Advise

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1.1. Advise customers on gaming activities and features of games

- customers on gaming activities. according to relevant rules and regulations.
- 1.2.Explain machine operations to customers as required.
  - 1.3.Respond to customer queries, requests and complaints according to organisational standards.
2. Maintain gaming machines.
    - 2.1.Refill machines according to government, industry and organisational regulations.
    - 2.2.Identify machine faults promptly and correctly.
    - 2.3.Make simple machine repairs with minimum disruption to players, according to manufacturer instructions, work health and safety (WHS) procedures and practices, and to the level authorised by legislation and organisational practices.
    - 2.4.Identify, mark and report unserviceable machines promptly.
  3. Monitor security of gaming areas.
    - 3.1.Observe players and onlookers, noting and reporting unusual practices and behaviours.
    - 3.2.Carry out machine security checks.
    - 3.3.Identify and respond to breakdowns in security or safety functions according to scope of responsibility, organisational procedures, and WHS requirements.
    - 3.4.Keep payout and gaming machine record books and keys secure.
    - 3.5.Where appropriate, follow barring procedures according to organisational policy.
  4. Make gaming machine payouts.
    - 4.1.Verify payouts according to organisational procedures.
    - 4.2.Complete payout according to industry and organisational procedures.
    - 4.3.Identify situations where payouts should be refused and refer them to the appropriate person.
    - 4.4.Validate machines and return them to service promptly where appropriate.
    - 4.5.Resolve or escalate payout disputes where required and according to organisational policies and customer service standards.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

### SKILLS

### DESCRIPTION

Reading skills to:

- read and interpret:
  - gaming machine information
  - machine service records

- organisational policies and procedures.
- Writing skills to:
- complete service record cards
  - complete hand pay book.
- Oral communication skills to:
- provide clear and factual information to customers, colleagues and other stakeholders.
- Numeracy skills to:
- provide and verify payouts to customers.
- Problem-solving skills to:
- resolve payout disputes and suspected security breaches.
- Planning and organising skills to:
- prioritise machine faults and repairs.
- Technology skills to:
- use gaming machine software.

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITHGAM015 Attend casino gaming machines

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- demonstrate ability to maintain multiple gaming machines in line with regulatory, industry and organisational responsible gaming requirements over a minimum of two service periods, and:
  - provide advice on gaming machine use to at least six different customers
  - make payouts on at least six transactions or activities
  - demonstrate ability to carry out each of the basic machine security checks and minor repairs listed in the knowledge evidence with minimum disruption to players
  - demonstrate procedures to note and report unusual practices and behaviours of customers according to organisational procedures.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- range of gaming activities offered by the organisation:
  - basic player rules and conditions
  - procedures for collecting payments and winnings
  - win rates and returns to players
  - promotions and offers
- key requirements of relevant state and territory legislation and relevant codes of practice:
  - general requirement for responsible provision of gambling services
  - licensing requirements for gaming personnel:
    - managers and employees
    - machine technicians
    - service consultants
    - machine managers, manufacturers and sales personnel
  - penalties for non-compliance
- types, parts and basic functions of gaming machines:
  - credit and currency systems
  - software, menus and display screens and associated functions

- terminology used
- data retrieval systems
- unusual practices and behaviours of customers:
  - false claims to machine credit
  - magnets on side of machine
  - syndicate play
  - gambling on behalf of others
  - placing loyalty cards in machine to earn points from other people playing
  - aggression towards machines
  - collecting residual credit
  - searching for unclaimed funds
- types of payouts:
  - voucher or ticket
- situations where payouts should be refused:
  - illegal credit
  - machine malfunctions
  - player ineligibility
- basic machine security checks:
  - machine door is closed
  - monitor is in tact
  - machine is active
  - drop door is secure
- procedures for simple machine repairs:
  - replacing consumables
  - resolving:
    - frozen screens
    - hardware faults
- organisational security and safety requirements and procedures for gaming machines and the gaming area.

## Assessment Conditions

Skills must be demonstrated in an operational casino gaming environment. This can be:

- an industry workplace
- a simulated industry environment set up for the purposes of assessment.

Assessment must ensure access to a fully equipped gaming venue, with:

- equipment required to attend gaming machines:
  - Dacom card
  - evacuation card

- handpay book
- machine keys
- machine service record card
- gaming machines, which include:
  - linked machines
  - linked progressive jackpot systems
  - multi-terminal gaming machines
  - poker machines
  - progressive or stand-alone machines
  - stand-alone games
- gaming machine maintenance tools and cleaning materials
- ticket redemption terminals or cash distribution facility
- gaming machine customers with whom the individual can interact; these can be:
  - customers in an industry workplace who are assisted by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>



# SITHGAM016 Deal Caribbean Stud games

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to inspect and shuffle cards, deal the game, accept wagers and pay out winnings with a focus on the specific rules of Caribbean Stud.

Those developing training to support this unit must consult the relevant state or territory gaming regulatory authority to determine accreditation arrangements for training organisations, courses and trainers and assessors.

The unit applies to dealers who work in licensed casinos. Dealers work with some supervision and guidance from others within predefined procedures and rules. This unit could also apply to casino personnel who supervise the operation of table games, such as the pit boss and pit manager.

In many states and territories, legislation stipulates that all gaming workers must receive training in the responsible conduct of gambling. This content is addressed in SITHGAM001 Provide responsible gambling services.

Under some state or territory legislation, personnel who conduct table games within a licensed casino must also hold an individual or occupational gaming licence and achieve competence in units which cover the conduct of the particular table games they operate. This is one of a suite of units that may have to be achieved to comply with their occupational licence.

## Pre-requisite Unit

SITHGAM001 Provide responsible gambling services

## Competency Field

Gaming

## Unit Sector

Hospitality

## Elements and Performance Criteria

### ELEMENTS

### PERFORMANCE CRITERIA

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- |  |   |
|--|---|
| 1. Open table.                                     | 1.1. Check approved equipment on the table is present, in working order and positioned according to rules and organisational procedures.<br>1.2. Check drop box is attached to table.<br>1.3. Open and balance chip float according to approved documentation and organisational procedures.<br>1.4. Identify and report variances in chip float.                       |
| 2. Handle chips efficiently and effectively.       | 2.1. Handle chips according to chip work procedures.<br>2.2. Use correct chip and stack values when accepting wagers and paying winnings.<br>2.3. Maintain chip float in an orderly manner during game operation.   |
| 3. Shuffle and cut cards for Caribbean Stud games. | 3.1. Inspect and introduce cards according to game rules and organisational procedures.<br>3.2. Shuffle cards according to game rules, organisational procedures and variations.<br>3.3. Cut cards according to game rules and organisational procedures.   |
| 4. Operate Caribbean Stud games.                   | 4.1. Make Caribbean Stud announcements and hand signals.<br>4.2. Deal cards according to Caribbean Stud rules, organisational procedures and variations.<br>4.3. Deal game at appropriate pace according to organisational standards.   |
| 5. Accept wagers and pay winnings.                 | 5.1. Accept or refuse permitted wagers according to organisational procedures and variations.<br>5.2. Determine winning and losing wagers.<br>5.3. Remove losing wagers according to organisational procedures.<br>5.4. Pay and witness winnings according to organisational procedures.<br>5.5. Conduct financial transactions according to organisational procedures. |

- |  |   |
|--|---|
| 6. Deal with gaming irregularities.  | <p>6.1. Identify and respond to irregularities or non-compliance according to organisational procedures and approved game rules.</p> <p>6.2. Recognise emergency and potential emergency situations promptly, and take required actions within scope of individual responsibility and according to security procedures.</p>   |
| 7. Monitor and respond to suspicious play or behaviour during gaming activities. | <p>7.1. Monitor gaming activities and watch for indicators of suspicious play and behaviour.</p> <p>7.2. Follow organisational procedures and approved rules for handling instances of suspicious play.</p> <p>7.3. Maintain integrity of the game according to approved rules of the game.</p>   |
| 8. Work at the table safely.   | <p>8.1. Maintain correct posture and stance at the gaming table during game operation.</p> <p>8.2. Use correct stretches and exercises at appropriate times according to organisational work health and safety requirements.</p> <p>8.3. Identify indicators where customer verbal or non-verbal behaviour may adversely affect own mental or physical wellbeing and apply organisational procedures in response.</p> |
| 9. Close games.  | <p>9.1. Notify table closure according to approved organisational rules and procedures.</p> <p>9.2. Reconcile chip float and document the count according to organisational procedures.</p> <p>9.3. Account for and secure table gaming equipment according to approved procedures.</p>   |

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

### SKILLS

### DESCRIPTION

- |                    |  |
|--------------------|--|
| Reading skills to: | <ul style="list-style-type: none"> <li>• read and interpret documents associated with financial transactions</li> <li>• read game signage.</li> </ul>  |
| Writing skills to: | <ul style="list-style-type: none"> <li>• complete documents associated with:             <ul style="list-style-type: none"> <li>• financial transactions</li> <li>• equipment and logs.</li> </ul> </li> </ul> |

- Oral communication skills to:
- make clear gaming announcements.
- Numeracy skills to:
- count cards and calculate wagers
  - count, reconcile and document the chip float
  - process winnings and other financial transactions.
- Learning skills to:
- integrate knowledge of Caribbean Stud rules, permitted variations and organisation-specific procedures across multiple games.
- Problem-solving skills to:
- identify and respond to gaming irregularities and suspicious play or behaviour.
- Teamwork skills to:
- communicate with dealers and management.
- Self-management skills to:
- use correct dealing technique according to organisational work health and safety requirements.
- Technology skills to:
- use automated table operations management (ATOM), shuffle machines and electronic display.

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITHGAM016 Deal Caribbean Stud games

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- deal the game of Caribbean Stud for at least 20 rounds over a minimum of two service periods, with at least one service period being conducted under normal supervisory levels, and demonstrate the following according to organisational procedures and approved rules within typical workplace time constraints:
  - open and close Caribbean Stud tables
  - inspect and shuffle cards
  - accept and process different wagers
  - pay out winnings
- demonstrate application of Caribbean Stud rules, permitted variations, and organisation-specific procedures during above games.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- composition of appropriate Caribbean Stud chip float:
  - cash chips or plaques
  - promotional tokens
- Caribbean Stud terminology and equipment
- Caribbean Stud techniques:
  - shuffling
  - cutting
  - dealing
- permitted variations to Caribbean Stud rules
- procedures for operating the game:
  - accurately
  - at appropriate pace, considering:
    - customer density
    - decisions per hour
    - rounds per hour

- specificity to area
- organisational procedures and standard approved rules for Caribbean Stud:
  - accepting wagers
  - refusing wagers
  - paying winnings
  - conducting financial transactions:
    - cash changes
    - cash and colour changes
    - chip purchase vouchers
    - colour changes
    - credits
    - fills
    - promotional tokens
- security procedures to follow in the event of an emergency or potential emergency
- techniques for maintaining correct posture, stance and physical and mental wellbeing while dealing Caribbean Stud games.

## Assessment Conditions

Skills must be demonstrated in a fully equipped gaming environment, with relevant game equipment, cash and chips. This can be:

- an industry workplace
- a simulated industry environment, such as a casino training room.

Assessment must ensure access to:

- financial transaction documentation or systems
- current organisational procedures, approved rules and permitted variations
- equipment required for dealing Caribbean Stud games:
  - cards
  - card equipment:
    - discard rack
    - shoe or dealing device
    - shuffling machine
  - dealer button or puck
  - signage:
    - advice to players
    - notification of table closure
    - table limit sign
  - table equipment:
    - drop box

- float tray and cover
- layout
- plaque box
- plunger
- spacers
- table licence number
- table number
- progressive jackpot keypad
- groups of Caribbean Stud players with whom the individual can interact during games; these can be:
  - players in an industry workplace who are assisted by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# SITHGAM017 Deal Casino War games

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to inspect and shuffle cards, deal the game, accept wagers and pay out winnings with a focus on the specific rules of Casino War.

Those developing training to support this unit must consult the relevant state or territory gaming regulatory authority to determine accreditation arrangements for training organisations, courses and trainers and assessors.

The unit applies to dealers who work in licensed casinos. Dealers work with some supervision and guidance from others within predefined procedures and rules. This unit could also apply to casino personnel who supervise the operation of table games, such as the pit boss and pit manager.

In many states and territories, legislation stipulates that all gaming workers must receive training in the responsible conduct of gambling. This is covered in SITHGAM001 Provide responsible gambling services.

Under some state or territory legislation, personnel who conduct table games within a licensed casino must also hold an individual or occupational gaming licence and achieve competence in units which cover the conduct of the particular table games they operate. This is one of a suite of units that may have to be achieved to comply with their occupational licence.

## Pre-requisite Unit

SITHGAM001 Provide responsible gambling services

## Competency Field

Gaming



## Unit Sector

Hospitality

## Elements and Performance Criteria

### ELEMENTS

### PERFORMANCE CRITERIA

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- |  |   |
|--|---|
| 1. Open table.                                 | 1.1. Check approved equipment on the table is present, in working order and positioned according to rules and organisational procedures.<br>1.2. Check drop box is attached to table.<br>1.3. Open and balance chip float according to approved documentation and organisational procedures.<br>1.4. Identify and report variances in chip float.                       |
| 2. Handle chips efficiently and effectively.   | 2.1. Handle chips according to chip work procedures.<br>2.2. Use correct chip and stack values when accepting wagers and paying winnings.<br>2.3. Maintain chip float in an orderly manner during game operation.   |
| 3. Shuffle and cut cards for Casino War games. | 3.1. Inspect and introduce cards according to game rules and organisational procedures.<br>3.2. Shuffle cards according to game rules, organisational procedures and variations.<br>3.3. Cut cards according to game rules and organisational procedures.   |
| 4. Deal Casino War games.                      | 4.1. Make Casino War announcements and hand signals.<br>4.2. Deal cards according to Casino War rules, organisational procedures and variations.<br>4.3. Deal game at appropriate pace according to organisational standards.   |
| 5. Accept wagers and pay winnings.             | 5.1. Accept or refuse permitted wagers according to organisational procedures and variations.<br>5.2. Determine winning and losing wagers.<br>5.3. Remove losing wagers according to organisational procedures.<br>5.4. Pay and witness winnings according to organisational procedures.<br>5.5. Conduct financial transactions according to organisational procedures. |

- |  |   |
|--|---|
| 6. Deal with gaming irregularities.  | <p>6.1. Identify and respond to irregularities or non-compliance according to organisational procedures and approved game rules.</p> <p>6.2. Recognise emergency and potential emergency situations promptly, and take required actions within scope of individual responsibility and according to security procedures.</p>   |
| 7. Monitor and respond to suspicious play or behaviour during gaming activities. | <p>7.1. Monitor gaming activities and watch for indicators of suspicious play or behaviour.</p> <p>7.2. Follow organisational procedures and approved rules for handling instances of suspicious play.</p> <p>7.3. Maintain integrity of the game according to approved rules of the game.</p>  |
| 8. Work safely at the table.   | <p>8.1. Maintain correct posture and stance at the gaming table during game operation.</p> <p>8.2. Use correct stretches and exercises at appropriate times according to organisational work health and safety requirements.</p> <p>8.3. Identify indicators where customer verbal or non-verbal behaviour may adversely affect own mental or physical wellbeing and apply organisational procedures in response.</p> |
| 9. Close games.  | <p>9.1. Notify table closure according to approved organisational rules and procedures.</p> <p>9.2. Reconcile chip float and document the count according to organisational procedures.</p> <p>9.3. Account for and secure table gaming equipment according to approved procedures.</p>   |

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

### SKILLS

### DESCRIPTION

- |                    |  |
|--------------------|--|
| Reading skills to: | <ul style="list-style-type: none"> <li>• read and interpret documents associated with financial transactions</li> <li>• read game signage.</li> </ul>  |
| Writing skills to: | <ul style="list-style-type: none"> <li>• complete documents associated with:             <ul style="list-style-type: none"> <li>• financial transactions</li> <li>• equipment and logs.</li> </ul> </li> </ul> |

- Oral communication skills to:
- make clear gaming announcements.
- Numeracy skills to:
- count cards and calculate wagers
  - count, reconcile and document the chip float
  - process winnings and other financial transactions.
- Learning skills to:
- integrate knowledge of Casino War rules, permitted variations, and organisation-specific procedures across multiple games.
- Problem-solving skills to:
- identify and respond to gaming irregularities and suspicious play or behaviour.
- Teamwork skills to:
- communicate with dealers and management.
- Self-management skills to:
- use correct dealing technique according to organisational work health and safety requirements.
- Technology skills to:
- use automated table operations management (ATOM), shuffle machines, electronic shoe and electronic display.

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITHGAM017 Deal Casino War games

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- deal the game of Casino War for at least 20 hands over a minimum of two service periods, with at least one service period being conducted under normal supervisory levels, and demonstrate the following according to organisational procedures and approved rules within typical workplace time constraints:
  - open and close Casino War tables
  - inspect and shuffle cards
  - accept and process different wagers
  - pay out winnings
- demonstrate application of Casino War rules, permitted variations, and organisation-specific procedures during above games.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- composition of appropriate Casino War chip float:
  - cash and value chips or plaques
  - non-value chips
  - promotional tokens
- Casino War terminology and equipment
- chip work procedures:
  - clean hands
  - creating dirty stacks
  - drop cutting
  - heeling
  - plucking
  - sizing
  - sorting
  - spreading
  - stacking

- Casino War techniques:
  - shuffling
  - cutting
  - dealing
- permitted variations to Casino War rules as approved by the state or territory regulatory authority:
  - name of the game
  - shuffles
  - rules and procedures
  - wagers
- procedures for operating the game:
  - accurately
  - at appropriate pace, considering:
    - customer density
    - decisions per hour
    - rounds per hour
    - specificity to area
- organisational procedures and standard approved rules for Casino War:
  - accepting wagers
  - refusing wagers
  - paying winnings
  - conducting financial transactions:
    - cash changes
    - cash and colour changes
    - chip purchase vouchers
    - colour changes
    - credits
    - fills
    - promotional tokens
- security procedures to follow in the event of an emergency or potential emergency
- techniques for maintaining correct posture, stance and physical and mental wellbeing while dealing Casino War games.

## Assessment Conditions

Skills must be demonstrated in a fully equipped gaming environment, with relevant game equipment, cash and chips. This can be:

- an industry workplace
- a simulated industry environment set up for the purposes of assessment, such as a casino training room.

Assessment must ensure access to:

- financial transaction documentation or systems
- current organisational procedures, approved rules and permitted variations
- equipment required for dealing Casino War games:
  - cards
  - card equipment:
    - cutting device
    - discard rack
    - dealing device (shoe or shuffling machine)
  - signage:
    - advice to players
    - notification of table closure
    - table limit sign
  - table equipment:
    - drop box
    - float tray and cover
    - layout
    - plunger
    - spacers
    - table licence number
    - table number
- groups of Casino War players with whom the individual can interact during games; these can be:
  - players in an industry workplace who are assisted by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# SITHGAM018 Deal Mississippi Stud games

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to sort, inspect and shuffle cards, deal the game, accept wagers and pay out winnings with a focus on the specific rules of Mississippi Stud.

Those developing training to support this unit must consult the relevant state or territory gaming regulatory authority to determine accreditation arrangements for training organisations, courses and trainers and assessors.

The unit applies to dealers who work in licensed casinos. Dealers work with some supervision and guidance from others within predefined procedures and rules. This unit could also apply to casino personnel who supervise the operation of table games, such as the pit boss and pit manager.

In many states and territories, legislation stipulates that all gaming workers must receive training in the responsible conduct of gambling. This is covered in SITHGAM001 Provide responsible gambling services.

Under some state or territory legislation, personnel who conduct table games within a licensed casino must also hold an individual or occupational gaming licence and achieve competence in units which cover the conduct of the particular table games they operate. This is one of a suite of units that may have to be achieved to comply with their occupational licence.

## Pre-requisite Unit

SITHGAM001 Provide responsible gambling services

## Competency Field

Gaming

## Unit Sector

Hospitality

## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential outcomes.

1. Open table.
2. Handle chips efficiently and effectively.
3. Shuffle and cut cards for Mississippi Stud games.
4. Operate Mississippi Stud games.
5. Accept wagers and pay winnings.

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Check approved equipment on the table is present, in working order and positioned according to rules and organisational procedures.
- 1.2. Check drop box is attached to table.
- 1.3. Open and balance chip float according to approved documentation and organisational procedures.
- 1.4. Identify and report variances in chip float.
- 2.1. Handle chips according to chip work procedures.
- 2.2. Use correct chip and stack values when accepting wagers and paying winnings.
- 2.3. Maintain chip float in an orderly manner during game operation.
- 3.1. Inspect and introduce cards according to game rules and organisational procedures.
- 3.2. Shuffle cards according to game rules, organisational procedures and variations.
- 3.3. Cut cards according to game rules and organisational procedures.
- 4.1. Make Mississippi Stud announcements and hand signals.
- 4.2. Deal cards according to Mississippi Stud rules, organisational procedures and variations.
- 4.3. Deal game at appropriate pace according to organisational standards.
- 5.1. Accept or refuse permitted wagers according to organisational procedures and variations.
- 5.2. Determine winning and losing wagers.
- 5.3. Remove losing wagers according to organisational procedures.
- 5.4. Pay and witness winnings according to organisational procedures.
- 5.5. Conduct financial transactions according to organisational procedures.



- |  |  |
|--|--|
| 6. Deal with gaming irregularities.  | 6.1. Identify and respond to irregularities or non-compliance according to organisational procedures and approved game rules.  |
|  | 6.2. Recognise emergency and potential emergency situations promptly, and take required actions within scope of individual responsibility and according to security procedures.  |
| 7. Monitor and respond to suspicious play or behaviour during gaming activities. | 7.1. Monitor gaming activities and watch for indicators of suspicious play and behaviour.  |
|  | 7.2. Follow organisational procedures and approved rules for handling instances of suspicious play.  |
|  | 7.3. Maintain integrity of the game according to approved rules of the game.   |
| 8. Work safely at the table.   | 8.1. Maintain correct posture and stance at the gaming table during game operation.  |
|  | 8.2. Use correct stretches and exercises at appropriate times according to organisational work health and safety requirements.   |
|  | 8.3. Identify indicators where customer verbal or non-verbal behaviour may adversely affect on own mental or physical wellbeing and apply organisational procedures in response. |
| 9. Close games.  | 9.1. Notify table closure according to approved organisational rules and procedures.   |
|  | 9.2. Reconcile chip float and document the count according to organisational procedures.   |
|  | 9.3. Account for and secure table gaming equipment according to approved procedures.   |

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

### SKILLS

### DESCRIPTION

- |                    |  |
|--------------------|--|
| Reading skills to: | <ul style="list-style-type: none"> <li>• read and interpret documents associated with financial transactions</li> <li>• read game signage.</li> </ul>  |
| Writing skills to: | <ul style="list-style-type: none"> <li>• complete documents associated with:             <ul style="list-style-type: none"> <li>• financial transactions</li> <li>• equipment and logs.</li> </ul> </li> </ul> |

- Oral communication skills to:
- make clear gaming announcements.
- Numeracy skills to:
- count cards and calculate wagers
  - count, reconcile and document the chip float
  - process winnings and other financial transactions.
- Learning skills to:
- integrate knowledge of Mississippi Stud rules, permitted variations, and organisation-specific procedures across multiple games.
- Problem-solving skills to:
- identify and respond to gaming irregularities and suspicious play or behaviour.
- Teamwork skills to:
- communicate with dealers and management.
- Self-management skills to:
- use correct dealing technique according to organisational work health and safety requirements.
- Technology skills to:
- use automated table operations management (ATOM), shuffle machines and electronic display.

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITHGAM018 Deal Mississippi Stud games

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- deal the game of Mississippi Stud for at least 20 rounds over a minimum of two service periods, with at least one service period being conducted under normal supervisory levels, and demonstrate the following according to organisational procedures and approved rules within typical workplace time constraints:
  - open and close Mississippi Stud tables
  - inspect and shuffle cards
  - accept and process different wagers
  - pay out winnings
- demonstrate application of Mississippi Stud rules, permitted variations, and organisation-specific procedures during above games.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- composition of appropriate Mississippi Stud chip float:
  - cash chips or plaques
  - tournament chips
  - promotional tokens
- Mississippi Stud terminology and equipment
- chip work procedures:
  - clean hands
  - creating dirty stacks
  - drop cutting
  - heeling
  - plucking
  - sizing
  - sorting
  - spreading
  - stacking

- Mississippi Stud techniques:
  - shuffling
  - cutting
  - dealing
- permitted variations to Mississippi Stud rules
- procedures for operating the game:
  - accurately
  - at appropriate pace, considering:
    - customer density
    - decisions per hour
    - rounds per hour
    - specificity to area
- organisational procedures and standard approved rules for Mississippi Stud:
  - accepting wagers
  - refusing wagers
  - paying winnings
  - conducting financial transactions:
    - cash changes
    - cash and colour changes
    - chip purchase vouchers
    - colour changes
    - credits
    - fills
    - promotional tokens
- security procedures to follow in the event of an emergency or potential emergency
- techniques for maintaining correct posture, stance and physical and mental wellbeing while dealing Mississippi Stud games.

## Assessment Conditions

Skills must be demonstrated in a fully equipped gaming environment, with relevant game equipment, cash and chips. This can be:

- an industry workplace
- a simulated industry environment set up for the purposes of assessment, such as a casino training room.

Assessment must ensure access to:

- financial transaction documentation or systems
- current organisational procedures, approved rules and permitted variations
- equipment required for dealing Mississippi Stud games:

- cards
- card equipment:
  - discard rack
  - shoe or dealing device
  - shuffling machine
- dealer button or puck
- signage:
  - advice to players
  - notification of table closure
  - table limit sign
- table equipment:
  - drop box
  - float tray and cover
  - layout
  - plaque box
  - plunger
  - spacers
  - table licence number
  - table number
- groups of Mississippi Stud players with whom the individual can interact during games; these can be:
  - players in an industry workplace who are assisted by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# SITHGAM019 Conduct Rapid Baccarat games

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to operate the Rapid Baccarat shoe, accept wagers and pay out winnings with a focus on specific game rules.

Those developing training to support this unit must consult the relevant state or territory gaming regulatory authority to determine accreditation arrangements for training organisations, courses and trainers and assessors.

The unit applies to dealers who work in licensed casinos. Dealers work with some supervision and guidance from others within predefined procedures and rules. This unit could also apply to casino personnel who supervise the operation of table games, such as the pit boss and pit manager.

In many states and territories, legislation stipulates that all gaming workers must receive training in the responsible conduct of gambling. This is covered in SITHGAM001 Provide responsible gambling services.

Under some state or territory legislation, personnel who conduct table games within a licensed casino must also hold an individual or occupational gaming licence and achieve competence in units which cover the conduct of the particular table games they operate. This is one of a suite of units that may have to be achieved to comply with their occupational licence.

## Pre-requisite Unit

SITHGAM001 Provide responsible gambling services

## Competency Field

Gaming

## Unit Sector

Hospitality

## Elements and Performance Criteria

### ELEMENTS

### PERFORMANCE CRITERIA

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- |   |   |
|---|---|
| <p>1. Open table.</p>                                     | <p>1.1. Check approved equipment is on the table and in working order and positioned according to organisational rules and procedures.</p> <p>1.2. Check drop box is attached to table.</p> <p>1.3. Open and balance chip float according to approved documentation and organisational procedures.</p> <p>1.4. Identify and report variances in chip float.</p> <p>1.5. Activate dealer and player terminals.</p> |
| <p>2. Handle chips efficiently and effectively.</p>       | <p>2.1. Handle chips according to chip work procedures.</p> <p>2.2. Use correct chip and stack values when cashing out customers.</p> <p>2.3. Maintain chip float in an orderly manner during game operation.</p>   |
| <p>3. Shuffle and cut cards for Rapid Baccarat games.</p> | <p>3.1. Inspect and introduce cards according to game rules and organisational procedures.</p> <p>3.2. Shuffle cards according to game rules, organisational procedures and variations.</p> <p>3.3. Cut cards according to game rules and organisational procedures.</p>  |
| <p>4. Operate Rapid Baccarat games.</p>                   | <p>4.1. Make Rapid Baccarat announcements and hand signals.</p> <p>4.2. Deal cards according to Rapid Baccarat rules and variations.</p> <p>4.3. Operate Rapid Baccarat equipment according to design functions and manufacturer instructions.</p> <p>4.4. Conduct game at appropriate pace according to organisational standards.</p>  |
| <p>5. Accept wagers and pay winnings.</p>                 | <p>5.1. Accept or refuse permitted wagers according to organisational procedures and variations.</p> <p>5.2. Determine winning and losing wagers via dealer terminal.</p> <p>5.3. Confirm winning wagers via dealer terminal.</p> <p>5.4. Conduct financial transactions according to organisational procedures.</p>  |
| <p>6. Dealing with gaming irregularities.</p>             | <p>6.1. Identify and respond to irregularities or malfunctions according to organisational procedures and approved game rules.</p> <p>6.2. Recognise emergency and potential emergency situations promptly and take required action within scope of individual</p>  |

- responsibility and according to organisational procedures.
7. Monitor gaming activities for suspicious play or behaviour.
    - 7.1. Monitor gaming activity for indicators of suspicious play or behaviour.
    - 7.2. Follow organisation procedures and approved rules for handling suspicious activity.
    - 7.3. Maintain integrity of the game according to the approved rules of the game.
  8. Work at the table safely.
    - 8.1. Maintain correct posture and stance at the gaming table during game operation.
    - 8.2. Use correct stretches and exercises at appropriate times according to organisational health and safety requirements.
    - 8.3. Identify indicators where customer verbal or non-verbal behaviour may adversely affect own mental or physical wellbeing and apply organisational procedures in response.
    - 8.4. Ensure microphone is adjusted to correct height and distance.
  9. Close table.
    - 9.1. Notify of table closure according to approved organisational rules and procedures.
    - 9.2. Reconcile chip float and document the count according to organisational procedures.
    - 9.3. Account for and secure table gaming equipment according to approved procedures.
    - 9.4. Ensure all customers have cashed out.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| <b>SKILLS</b>                 | <b>DESCRIPTION</b>  |
|-------------------------------|---|
| Reading skills to:            | <ul style="list-style-type: none"> <li>• read and interpret documents associated with financial transactions</li> <li>• read:               <ul style="list-style-type: none"> <li>• relevant buttons on dealer terminal</li> <li>• layout and buttons on player terminal</li> <li>• game signage.</li> </ul> </li> </ul> |
| Writing skills to:            | <ul style="list-style-type: none"> <li>• complete documents associated with financial transactions.</li> </ul>  |
| Oral communication skills to: | <ul style="list-style-type: none"> <li>• make clear gaming announcements</li> <li>• use microphone to organisational standards.</li> </ul>  |
| Numeracy skills to:           | <ul style="list-style-type: none"> <li>• process winnings and other financial transactions.</li> </ul>  |



- Learning skills to:
- integrate knowledge of Rapid Baccarat rules, permitted variations, and organisation-specific procedures across multiple games.
- Problem-solving skills to:
- identify and respond to gaming irregularities, malfunctions and suspicious play or behaviour.
- Teamwork skills to:
- communicate with dealers, management other related departments.
- Self-management skills to:
- use correct dealing technique according to organisational work health and safety requirements.
- Technology skills to:
- use automated table operations management (ATOM), Rapid Baccarat equipment, shuffle machines, electronic shoe and electronic display
  - understand functions available on a player terminal.

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITHGAM019 Conduct Rapid Baccarat games

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- deal the game of Rapid Baccarat for at least 20 rounds over a minimum of two service periods, with at least one service period being conducted under normal supervisory levels, and demonstrate the following according to organisational procedures and approved rules within typical workplace time constraints:
  - open and close Rapid Baccarat tables
  - inspect and shuffle cards
  - accept and process different wagers
  - pay out winnings
- demonstrate application of Rapid Baccarat rules, permitted variations, and organisation-specific procedures during above games.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- composition of appropriate Rapid Baccarat chip float:
  - cash and value chips or plaques
  - non-value chips
  - promotional tokens
- Rapid Baccarat terminology
- Rapid Baccarat equipment and techniques
- in house computer system for the Rapid Baccarat station and player terminals that link to back of house system
- permitted variations to Rapid Baccarat rules as approved by the state or territory regulatory authority:
  - name of the game
  - rules and procedures
  - wagers
- procedures for operating the game:
  - accurately

- at appropriate pace, considering:
  - customer density
  - decisions per hour
  - rounds per hour
  - specificity to area
- organisational procedures and standard approved rules for Rapid Baccarat:
  - accepting wagers
  - refusing wagers
  - paying winnings
  - conducting financial transactions:
    - cash changes
    - cash and colour changes
    - chip purchase vouchers
    - colour changes
    - credits
    - fills
    - promotional tokens
- security procedures to follow in the event of an emergency or potential emergency
- techniques for maintaining correct posture, stance and physical and mental wellbeing while conducting Rapid Baccarat games.

## Assessment Conditions

Skills must be demonstrated in a fully equipped gaming environment, with relevant game equipment, cash and chips. This can be:

- an industry workplace
- a simulated industry environment, such as a casino training room.

Assessment must ensure access to:

- financial transaction documentation or systems
- current organisational procedures, approved rules and permitted variations
- equipment required for conducting Rapid Baccarat games:
  - cards
  - card equipment:
    - cutting device
    - discard rack
    - dealing device (shoe or shuffling machine)
  - electronic Rapid Baccarat shoe
  - electronic results display
  - dealer terminal, key pad and associated equipment

- signage:
  - advice to players
  - table limit sign
  - notification of table closure
- table equipment:
  - drop box
  - float cover
  - layout
  - plunger
  - table licence number
  - table number
- in house computer system for the Rapid Baccarat station
- player terminals that link to back of house system
- groups of Rapid Baccarat players with whom the individual can interact during games; these can be:
  - players in an industry workplace who are assisted by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# SITHGAM020 Conduct Rapid Big Wheel games

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to operate the Rapid Big Wheel, accept wagers and pay out winnings with a focus on specific game rules.

Those developing training to support this unit must consult the relevant state or territory gaming regulatory authority to determine accreditation arrangements for training organisations, courses and trainers and assessors.

The unit applies to dealers who work in licensed casinos. Dealers work with some supervision and guidance from others within predefined procedures and rules. This unit could also apply to casino personnel who supervise the operation of table games, such as the pit boss and pit manager.

In many States and Territories, legislation stipulates that all gaming workers must receive training in the responsible conduct of gambling. This content is addressed in SITHGAM001 Provide responsible gambling services.

Under some state or territory legislation, personnel who conduct table games within a licensed casino must also hold an individual or occupational gaming licence and achieve competence in units which cover the conduct of the particular table games they operate. This is one of a suite of units that may have to be achieved to comply with their occupational licence.

## Pre-requisite Unit

SITHGAM001 Provide responsible gambling services

## Competency Field

Gaming

## Unit Sector

Hospitality

## Elements and Performance Criteria

### ELEMENTS

### PERFORMANCE CRITERIA

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>1. Open table.</li> </ol>   | <ol style="list-style-type: none"> <li>1.1. Check approved equipment is on the table and in working order and positioned according to organisational rules and procedures.</li> <li>1.2. Check drop box is attached to the table and correct game/table number is reflected.</li> <li>1.3. Open and balance the chip float according to approved documentation and organisational procedures.</li> <li>1.4. Identify and report variances in the chip float.</li> <li>1.5. Activate dealer and player terminals.</li> </ol> |
| <ol style="list-style-type: none"> <li>2. Handle chips efficiently and effectively.</li> </ol>                   | <ol style="list-style-type: none"> <li>2.1. Handle chips according to chip work procedures.</li> <li>2.2. Use correct chip and stack values when cashing out customers.</li> <li>2.3. Maintain chip float in an orderly manner during game operation.</li> </ol>  |
| <ol style="list-style-type: none"> <li>3. Conduct Rapid Big Wheel games.</li> </ol>                              | <ol style="list-style-type: none"> <li>3.1. Make Rapid Big Wheel announcements and hand signals.</li> <li>3.2. Spin wheel according to game rules, organisational procedures and variations.</li> <li>3.3. Operate Rapid Big Wheel equipment according to design functions and manufacturer instructions.</li> <li>3.4. Conduct game at appropriate pace according to organisational standards.</li> </ol>  |
| <ol style="list-style-type: none"> <li>4. Accept wagers and pay winnings.</li> </ol>                             | <ol style="list-style-type: none"> <li>4.1. Accept or refuse permitted wagers according to organisational procedures and variations.</li> <li>4.2. Determine winning and losing wagers via dealer terminal.</li> <li>4.3. Confirm winning wagers via dealer terminal.</li> <li>4.4. Conduct financial transactions according to organisational procedures.</li> </ol>   |
| <ol style="list-style-type: none"> <li>5. Deal with gaming irregularities.</li> </ol>                            | <ol style="list-style-type: none"> <li>5.1. Identify and respond to irregularities or malfunctions according to organisational procedures and approved game rules.</li> <li>5.2. Recognise emergency and potential emergency situations promptly and take required action within scope of individual responsibility and according to organisational procedures.</li> </ol>  |
| <ol style="list-style-type: none"> <li>6. Monitor gaming activities for suspicious play or behaviour.</li> </ol> | <ol style="list-style-type: none"> <li>6.1. Monitor gaming activity for indicators of suspicious play or behaviour.</li> <li>6.2. Follow organisation procedures and approved rules for</li> </ol>  |

- handling suspicious activity.
- 6.3. Maintain integrity of the game according to the approved rules of the game.
7. Work at the table safely.
- 7.1. Maintain correct posture and stance at the gaming table during game operation.
- 7.2. Use correct stretches and exercises at appropriate times according to organisational health and safety requirements.
- 7.3. Identify indicators where customer verbal or non-verbal behaviour may adversely affect own mental or physical wellbeing and apply organisational procedures in response.
- 7.4. Ensure microphone is adjusted to correct height and distance.
8. Close table.
- 8.1. Notify of table closure according to approved organisational rules and procedures.
- 8.2. Reconcile chip float and document the count according to organisational procedures.
- 8.3. Account for and secure table gaming equipment according to approved procedures.
- 8.4. Ensure all customers have cashed out.
- 8.5. Disable both dealer and player terminals.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| SKILLS                        | DESCRIPTION   |
|-------------------------------|---|
| Reading skills to:            | <ul style="list-style-type: none"> <li>read and interpret documents associated with financial transactions</li> <li>read:               <ul style="list-style-type: none"> <li>relevant buttons on dealer terminal</li> <li>layout and buttons on player terminal</li> <li>game signage.</li> </ul> </li> </ul> |
| Writing skills to:            | <ul style="list-style-type: none"> <li>complete documents associated with financial transactions.</li> </ul>  |
| Oral communication skills to: | <ul style="list-style-type: none"> <li>make clear gaming announcements</li> <li>use microphone to organisational standards.</li> </ul>  |
| Numeracy skills to:           | <ul style="list-style-type: none"> <li>process winnings and other financial transactions.</li> </ul>  |
| Learning skills to:           | <ul style="list-style-type: none"> <li>integrate knowledge of Rapid Big Wheel rules permitted variations, and organisation-specific procedures across multiple games.</li> </ul>  |

- Problem-solving skills to:
- identify and respond to gaming irregularities, malfunctions and suspicious play or behaviour.
- Teamwork skills to:
- communicate with dealers, management other related departments.
- Self-management skills to:
- use correct spinning technique according to organisational work health and safety requirements.
- Technology skills to:
- use dealer terminal, automated table operations management (ATOM)
  - understand functions available on a player terminal.

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>



# Assessment Requirements for SITHGAM020 Conduct Rapid Big Wheel games

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- conduct the game of Rapid Big Wheel for at least 20 rounds over a minimum of two service periods, with at least one service period being conducted under normal supervisory levels, and demonstrate the following according to organisational procedures and approved rules within typical workplace time constraints:
  - open and close Rapid Big Wheel tables
  - accept and process different wagers
  - pay out winnings
- demonstrate application of Rapid Big Wheel rules, permitted variations, and organisation-specific procedures during above games.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- composition of appropriate Rapid Big Wheel chip float:
  - cash and value chips or plaques
  - non-value chips
  - promotional tokens
- Rapid Big Wheel terminology
- Rapid Big Wheel equipment and techniques
- in house computer system for the Rapid Big Wheel station and player terminals that link to back of house system
- permitted variations to Rapid Big Wheel rules as approved by the state or territory regulatory authority:
  - name of the game
  - rules and procedures
  - wagers
- procedures for operating the game:
  - accurately
  - at appropriate pace, considering:

- customer density
- decisions per hour
- rounds per hour
- specificity to area
- organisational procedures and standard approved rules for Rapid Big Wheel:
  - accepting wagers
  - refusing wagers
  - paying winnings
  - conducting financial transactions:
    - cash changes
    - cash and colour changes
    - chip purchase vouchers
    - colour changes
    - credits
    - fills
    - promotional tokens
- security procedures to follow in the event of an emergency or potential emergency
- techniques for maintaining correct posture, stance and physical and mental wellbeing while conducting Rapid Big Wheel games.

## Assessment Conditions

Skills must be demonstrated in a fully equipped gaming environment, with relevant game equipment, cash and chips. This can be:

- an industry workplace
- a simulated industry environment, such as a casino training room.

Assessment must ensure access to:

- financial transaction documentation or systems
- current organisational procedures, approved rules and permitted variations
- equipment required for conducting Rapid Big Wheel Games:
  - approved Rapid Big Wheel
  - electronic results display
  - dealer terminal, key pad and associated equipment
  - change block
  - plunger
  - float cover
  - drop box
  - table licence number
  - table number

- signage:
- advice to players
- notification of table closure
- table limit sign
- in house computer system for the Rapid Big Wheel station
- player terminals that link to back of house system
- groups of Rapid Big Wheel players with whom the individual can interact during games; these can be:
  - players in an industry workplace who are assisted by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## SITHGAM021 Deal Three Card Poker games

### Modification History

Not applicable.

### Application

This unit describes the performance outcomes, skills and knowledge required to sort, inspect and shuffle cards, deal the game, accept wagers and pay out winnings with a focus on the specific rules of Three Card Poker.

Those developing training to support this unit must consult the relevant state or territory gaming regulatory authority to determine accreditation arrangements for training organisations, courses and trainers and assessors.

The unit applies to dealers who work in licensed casinos. Dealers work with some supervision and guidance from others within predefined procedures and rules. This unit could also apply to casino personnel who supervise the operation of table games, such as the pit boss and pit manager.

In many States and Territories, legislation stipulates that all gaming workers must receive training in the responsible conduct of gambling. This content is addressed in SITHGAM001 Provide responsible gambling services.

Under some state or territory legislation, personnel who conduct table games within a licensed casino must also hold an individual or occupational gaming licence and achieve competence in units which cover the conduct of the particular table games they operate. This is one of a suite of units that may have to be achieved to comply with their occupational licence.

### Pre-requisite Unit

SITHGAM001 Provide responsible gambling services

### Competency Field

Gaming

## Unit Sector

Hospitality

## Elements and Performance Criteria

### ELEMENTS

### PERFORMANCE CRITERIA

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- |  |   |
|--|---|
| 1. Open table.                                       | 1.1. Check approved equipment on the table is present, in working order and positioned according to rules and organisational procedures.<br>1.2. Check drop box is attached to table.<br>1.3. Open and balance chip float according to approved documentation and organisational procedures.<br>1.4. Identify and report variances in chip float. |
| 2. Handle chips efficiently and effectively.         | 2.1. Handle chips according to chip work procedures.<br>2.2. Use correct chip and stack values when accepting wagers and paying winnings.<br>2.3. Maintain chip float in an orderly manner during game operation.   |
| 3. Shuffle and cut cards for Three Card Poker games. | 3.1. Inspect and introduce cards according to game rules and organisational procedures.<br>3.2. Shuffle cards according to game rules, organisational procedures and variations.<br>3.3. Cut cards according to game rules and organisational procedures.   |
| 4. Operate Three Card Poker games.                   | 4.1. Make Three Card Poker announcements and hand signals.<br>4.2. Deal cards according to Three Card Poker rules, organisational procedures and variations.<br>4.3. Deal game at appropriate pace according to organisational standards.   |
| 5. Accept wagers and pay winnings.                   | 5.1. Accept or refuse permitted wagers according to organisational procedures and variations.<br>5.2. Determine winning and losing wagers.<br>5.3. Remove losing wagers according to organisational procedures.<br>5.4. Pay and witness winnings according to organisational procedures.<br>5.5. Conduct financial transactions according to      |

- organisational procedures.
6. Deal with gaming irregularities.
    - 6.1. Identify and respond to irregularities or non-compliance according to organisational procedures and approved game rules.
    - 6.2. Recognise emergency and potential emergency situations promptly, and take required actions within scope of individual responsibility and according to security procedures.
  7. Monitor and respond to suspicious play or behaviour during gaming activities.
    - 7.1. Monitor gaming activities and watch for indicators of suspicious play and behaviour.
    - 7.2. Follow organisational procedures and approved rules for handling instances of suspicious play.
    - 7.3. Maintain integrity of the game according to approved rules of the game.
  8. Work at the table safely.
    - 8.1. Maintain correct posture and stance at the gaming table during game operation.
    - 8.2. Use correct stretches and exercises at appropriate times according to organisational work health and safety requirements.
    - 8.3. Identify indicators where customer verbal or non-verbal behaviour may adversely affect own mental or physical wellbeing and apply organisational procedures in response.
  9. Close games.
    - 9.1. Notify table closure according to approved organisational rules and procedures.
    - 9.2. Reconcile chip float and document the count according to organisational procedures.
    - 9.3. Account for and secure table gaming equipment according to approved procedures.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

### SKILLS

### DESCRIPTION

- |                    |   |
|--------------------|---|
| Reading skills to: | <ul style="list-style-type: none"> <li>• read and interpret documents associated with financial transactions</li> <li>• read game signage.</li> </ul>                         |
| Writing skills to: | <ul style="list-style-type: none"> <li>• complete documents associated with:           <ul style="list-style-type: none"> <li>• financial transactions</li> </ul> </li> </ul> |

- equipment and logs.
- Oral communication skills to:
- make clear gaming announcements.
- Numeracy skills to:
- count cards and calculate wagers
  - count, reconcile and document the chip float
  - process winnings and other financial transactions.
- Learning skills to:
- integrate knowledge of Three Card Poker rules, permitted variations, and organisation-specific procedures across multiple games.
- Problem-solving skills to:
- identify and respond to gaming irregularities and suspicious play or behaviour.
- Teamwork skills to:
- communicate with dealers and management.
- Self-management skills to:
- use correct dealing technique according to organisational work health and safety requirements.
- Technology skills to:
- use automated table operations management (ATOM), shuffle machines and electronic display.

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITHGAM021 Deal Three Card Poker games

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- deal the game of Three Card Poker for at least 20 rounds over a minimum of two service periods, with at least one service period being conducted under normal supervisory levels, and demonstrate the following according to organisational procedures and approved rules within typical workplace time constraints:
  - open and close Three Card Poker tables
  - inspect and shuffle cards
  - accept and process different wagers
  - pay out winnings
- demonstrate application of Three Card Poker rules, permitted variations and organisation-specific procedures during above games.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- composition of appropriate Three Card Poker chip float:
  - cash chips or plaques
  - tournament chips
  - promotional tokens
- Three Card Poker terminology and equipment
- chip work procedures:
  - clean hands
  - creating dirty stacks
  - drop cutting
  - heeling
  - plucking
  - sizing
  - sorting
  - spreading
  - stacking



- Three Card Poker techniques:
  - shuffling
  - cutting
  - dealing
- permitted variations to Three Card Poker rules
- procedures for operating the game:
  - accurately
  - at appropriate pace, considering:
    - customer density
    - decisions per hour
    - rounds per hour
    - specificity to area
- organisational procedures and standard approved rules for Three Card Poker:
  - accepting wagers
  - refusing wagers
  - paying winnings
  - conducting financial transactions:
    - cash changes
    - cash and colour changes
    - chip purchase vouchers
    - colour changes
    - credits
    - fills
    - promotional tokens
- security procedures to follow in the event of an emergency or potential emergency
- techniques for maintaining correct posture, stance and physical and mental wellbeing while dealing Poker games.

## Assessment Conditions

Skills must be demonstrated in a fully equipped gaming environment, with relevant game equipment, cash and chips. This can be:

- an industry workplace
- a simulated industry environment set up for the purposes of assessment, such as a casino training room.

Assessment must ensure access to:

- financial transaction documentation or systems
- current organisational procedures, approved rules, and permitted variations
- equipment required for dealing Three Card Poker games:

- cards
- card equipment:
  - discard rack
  - shoe or dealing device
  - shuffling machine
- dealer button or puck
- signage:
  - advice to players
  - notification of table closure
  - table limit sign
- table equipment:
  - drop box
  - float tray and cover
  - layout
  - plaque box
  - plunger
  - spacers
  - table licence number
  - table number
- groups of Three Card Poker players with whom the individual can interact during games; these can be:
  - players in an industry workplace who are assisted by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# SITHIND001 Use hygienic practice for hospitality service

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to use personal hygiene practices to maintain the health and wellbeing of self and others.

The skills and knowledge to ensure food safety are covered in SITXFSA001 Use hygienic practices for food safety.

The unit applies to all hospitality service environments.

Individuals at all levels use this skill in the workplace during the course of their daily activities.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## Pre-requisite Unit

Nil

## Competency Field

Working in Industry

## Unit Sector

Hospitality

## Elements and Performance Criteria

### ELEMENTS

### PERFORMANCE CRITERIA

Elements describe the Performance criteria describe the performance needed to

|   |   |
|---|---|
| essential outcomes.                         | demonstrate achievement of the element.   |
| 1. Maintain personal hygiene.               | <p>1.1. Develop a routine of <i>personal cleanliness</i> practices in preparation for work and to maintain customer confidence in organisational service.</p> <p>1.2. Check and adjust personal cleanliness during service periods to maintain health of self and others.</p> <p>1.3. Check cleanliness of uniform and personal protective equipment for contamination during service periods and adjust to maintain health of self and others.</p> |
| 2. Prevent health hazards in the workplace. | <p>2.1. Follow organisational procedures to ensure hygienic personal contact in the course of work duties.</p> <p>2.2. Prevent the spread of micro-organisms by washing hands at <i>appropriate times</i>.</p> <p>2.3. Identify and address workplace <i>hygiene hazards</i> within scope of own role, and report any unresolved hazards that may affect the health of self and others.</p>   |

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| SKILLS                        | DESCRIPTION   |
|-------------------------------|---|
| Reading skills to:            | <ul style="list-style-type: none"> <li>locate specific information relating to hygienic practices and hygiene hazards in workplace procedures.</li> </ul> |
| Oral communication skills to: | <ul style="list-style-type: none"> <li>describe type and location of hygiene hazard when reporting.</li> </ul>  |
| Learning skills to:           | <ul style="list-style-type: none"> <li>follow simple processes to model hygienic practices.</li> </ul>  |
| Problem-solving skills to:    | <ul style="list-style-type: none"> <li>adjust cleanliness and appearance after identifying hygiene hazards.</li> </ul>                                    |

## Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the

work environment.

- Personal cleanliness* must include:
- maintaining clean:
    - hair
    - hands
    - nails
    - skin
    - work clothing
  - wearing clean bandages on wounds.
- Appropriate times* must include after:
- contact with items:
    - cleaning cloths, linen, and tea towels
    - linens contaminated with human waste, blood and body secretions
  - coughing
  - eating and drinking
  - scratching skin and scalp
  - smoking
  - sneezing and blowing the nose
  - spitting
  - touching the hair, scalp or any wound
  - using the toilet.
  - lack of:
    - clean cloths and tea towels
    - hygiene signage
    - personal protective equipment
  - seeing others using unhygienic practices
  - unclean:
    - hand washing facilities
    - public areas
    - staff amenity areas
    - toilets
    - workstations.
- Hygiene hazards* must include consideration of factors relating to:

## Unit Mapping Information

SITHIND101 Use hygienic practices for hospitality service

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITHIND001 Use hygienic practice for hospitality service

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- establish a procedure to:
  - integrate at least eight personal hygiene practices in day-to-day preparation for work
  - check at least two of the following for contamination and cleanliness during day-to-day work functions and adjust as required:
    - hands
    - uniform
    - clothing
    - personal protective items.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- personal and professional reasons for maintaining personal hygiene in hospitality service environments:
  - reduction of, and healing from, personal illness
  - optimal health and sense of well being
  - social acceptance
  - prevention of spread of illness to others
  - maintenance of organisation image and service standards
- personal hygiene practices to care for personal health and wellbeing prior to and during service periods:
  - bathing or showering
  - brushing and flossing teeth; using mouthwash
  - cutting or manicuring finger nails
  - treating skin allergies, conditions or wounds
  - using deodorant
  - using hand sanitiser
  - washing clothes regularly

- washing hands regularly
- washing scalp and hair
- wearing clean clothing and personal protective equipment
- meaning of:
  - airborne diseases
  - infectious diseases
- ways of transferring micro-organisms and spreading airborne and infectious diseases and illness to self and others:
  - blowing nose
  - coughing
  - drinking
  - scratching skin and hair
  - sneezing
  - spitting
  - touching wounds
- employee responsibilities in following hygienic practices and maintaining the hygiene of the workplace.

## Assessment Conditions

Skills must be demonstrated in a hospitality industry service environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- organisational specifications:
  - guidelines relating to personal hygiene and presentation requirements
  - guidelines relating to workplace hygiene standards and hazards
- others with whom the individual can interact; these can be:
  - others in an industry workplace who are assisted by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.



## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# **SITHIND002 Source and use information on the hospitality industry**

## **Modification History**

Not applicable.

## **Application**

This unit describes the performance outcomes, skills and knowledge required to source and use current and emerging information on the hospitality industry. This includes industry structure, technology, laws and ethical issues specifically relevant to the hospitality industry. Hospitality personnel integrate this essential knowledge on a daily basis to work effectively in the industry.

The unit applies to all hospitality sectors and people working at different levels. Managers will use more formal research to attain specialised and comprehensive knowledge to support product planning, marketing and strategic management activities. This is covered in other units of competency.

This unit is not about having in-depth knowledge but focuses on the ability to source and interpret information relevant to day-to-day activities in order to maximise work performance.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## **Pre-requisite Unit**

Nil

## **Competency Field**

Working in Industry

## **Unit Sector**

Hospitality

## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential outcomes.

1. Source and use industry information.
2. Source and use compliance information.
3. Source and use information on hospitality technology.
4. Update personal and organisational knowledge of the hospitality industry.

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Identify sources of information on the structure and operation of the hospitality industry.
- 1.2. Access specific information of relevance to the hospitality industry to assist operational duties.
- 1.3. Obtain information on features of current and emerging hospitality products and services relevant to job role.
- 1.4. Use knowledge of the hospitality industry and its products and services to enhance the quality of work performance.
- 2.1. Obtain information on laws specifically relevant to the hospitality industry, and work compliantly.
- 2.2. Seek information on industry quality assurance schemes and use it to benefit own organisation.
- 2.3. Access information on career planning and equal employment opportunity (EEO) law.
- 2.4. Obtain information on ethical industry practices and conduct day to day hospitality activities according to those practices.
- 3.1. Source and access information on current and emerging technologies that impact on operational duties.
- 3.2. Use information on technology to suggest new and improved workplace practices.
- 3.3. Use current and emerging technology in day to day work activities.
- 4.1. Identify and use a range of opportunities to update current and emerging knowledge of the hospitality industry.
- 4.2. Monitor current issues and trends for the industry.
- 4.3. Share updated information with colleagues.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance

criteria are listed here, along with a brief context statement.

| <b>SKILLS</b>                 | <b>DESCRIPTION</b>   |
|-------------------------------|--|
| Reading skills to:            | <ul style="list-style-type: none"><li>• read the content of plain English information about laws and quality assurance processes</li><li>• research and sort hospitality industry information and determine information relevant to own work.</li></ul>  |
| Writing skills to:            | <ul style="list-style-type: none"><li>• write and summarise notes, and record information in basic documents, information sheets and files.</li></ul>  |
| Oral communication skills to: | <ul style="list-style-type: none"><li>• use open and closed probe questioning to interact effectively and obtain information from:<ul style="list-style-type: none"><li>• experienced industry personnel</li><li>• colleagues</li><li>• suppliers</li><li>• industry bodies.</li></ul></li></ul> |
| Learning skills to:           | <ul style="list-style-type: none"><li>• continuously update, review and maintain own knowledge of the hospitality industry.</li></ul>  |
| Technology skills to:         | <ul style="list-style-type: none"><li>• use a computer and keyboard</li><li>• use online information systems to search for information.</li></ul>  |

## Unit Mapping Information

SITHIND201 Source and use information on the hospitality industry

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITHIND002 Source and use information on the hospitality industry

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- source and document current and emerging industry information on the hospitality industry using at least three information sources listed in the knowledge evidence
- source and interpret information on the following from the above sources and share with colleagues to improve knowledge of the hospitality industry:
  - current and emerging products and services
  - current issues
  - career opportunities
  - relationship between other related industries
  - compliance issues and quality assurance
  - new products, technology, techniques and services
  - work ethic required to work in the industry
- identify ways to integrate current hospitality industry information into daily work activities to enhance the quality of work performance.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- sources of information on the hospitality industry:
  - developers of codes of conduct or ethics
  - discussions with experienced industry personnel
  - industry accreditation operators
  - industry associations and organisations
  - industry journals, reference books and seminars
  - libraries and media
  - networking with colleagues and suppliers
  - personal observations and experience
  - plain English documents, issued by government regulators, that describe laws relevant to the hospitality industry
  - training courses

- unions
- structure of the hospitality industry and its different sectors:
  - key characteristics
  - main functions
  - features and services of businesses within the local and regional industry
  - business relationships between different sectors
- information of relevance to the hospitality industry:
  - economic and social significance of the hospitality industry
  - career opportunities within the industry
  - roles and general responsibilities for different jobs in the industry
- key ways that information is used to enhance the quality of work performance:
  - improving skills and productivity
  - producing food items to meet current market trends and customer expectations
  - providing quality hospitality service
  - suggesting new and improved ways of doing things
  - working effectively with:
    - other sectors of the hospitality industry
    - suppliers
  - working according to:
    - ethical industry practices
    - legal requirements for self and the organisation
- key characteristics and main functions of allied and related industries
- primary functions of:
  - major cross-industry and sector-specific industry associations especially those with which the business has a relationship
  - trade unions in the industry
- basic aspects of ethical issues specifically relevant to the hospitality industry
- basic aspects of hospitality industry quality assurance processes:
  - industry accreditation schemes
  - codes of conduct or ethics
  - industry association membership
  - occupational licensing
  - reasons for participation and impacts of non-compliance
  - roles and responsibilities of individual staff members when participating in schemes
- basic aspects of state, territory and commonwealth laws specifically relevant to the hospitality industry and actions that must be adhered to by hospitality businesses:
  - food safety
  - responsible service of alcohol
  - responsible conduct of gaming

- local community protection that must be met by hospitality industry operators when delivering services and requirements to maintain the lifestyle of neighbouring residents
- basic aspects of industrial relations:
  - award provisions
  - equal employment opportunity (EEO) law
  - rights of employees and responsibilities of employers to make merit-based employment decisions
- current and emerging technology used in the hospitality industry:
  - catering systems
  - applications for electronic devices and computers
  - computer-aided despatch systems
  - food production systems
  - industry online booking systems
  - industry reservations, operations and financial and tracking systems
  - project management systems
  - social media sites.

## Assessment Conditions

Skills must be demonstrated in a hospitality industry service environment. This can be:

- an industry workplace
- a simulated industry environment or activity for which information on the hospitality industry is sourced.

Assessment must ensure access to:

- computers, printers, communication technology and information programs used to source industry information
- plain English documents issued by government regulators that describe laws specifically relevant to the hospitality industry:
  - food safety
  - responsible service of alcohol
  - responsible conduct of gaming
  - local community protection.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>





## **SITHIND003 Use hospitality skills effectively**

### **Modification History**

Not applicable.

### **Application**

This unit describes the performance outcomes, skills and knowledge required to provide effective hospitality service to customers during service periods.

It requires the ability to integrate a range of individual technical skills while dealing with numerous sales, service or operational tasks simultaneously to meet the needs of multiple and diverse customers. It incorporates preparation, service and end of service tasks.

The unit applies to individuals working in a range of different departments such as accommodation services, food and beverage, gaming operations and housekeeping, in various hospitality industry settings, including bars, hotels, cafes, restaurants, clubs, pubs and motels.

It applies to frontline operational service personnel who deal directly with customers on a daily basis. They work with very little independence and under close supervision, applying little discretion and judgement as they follow predefined organisational procedures and report discrepancies to a higher level staff member for action.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### **Pre-requisite Unit**

Nil

### **Competency Field**

Working in Industry

### **Unit Sector**

Hospitality

## Elements and Performance Criteria

### ELEMENTS

### PERFORMANCE CRITERIA

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- |                                  |   |
|----------------------------------|---|
| 1. Prepare for service.          | <ul style="list-style-type: none"> <li>1.1. Plan and organise tasks from organisational information.</li> <li>1.2. Discuss and confirm service requirements with supervisors as required.</li> <li>1.3. Prepare work area, equipment and supplies according to procedures to meet service requirements.</li> </ul>  |
| 2. Provide service.              | <ul style="list-style-type: none"> <li>2.1. Greet customers courteously and determine their requirements for products and services.</li> <li>2.2. Offer relevant customer information and promote products and services according to organisational procedures.</li> <li>2.3. Interact with customers using appropriate methods and techniques to meet customer expectations of quality, presentation and timeliness of delivery.</li> <li>2.4. Resolve routine customer problems within scope of own responsibility and according to organisational policy.</li> </ul> |
| 3. Complete operational tasks.   | <ul style="list-style-type: none"> <li>3.1. Follow work schedules and work cooperatively as part of a team to maximise efficiency.</li> <li>3.2. Follow workplace safety and hygiene procedures.</li> <li>3.3. Maintain cleanliness and tidiness of work areas.</li> <li>3.4. Use organisational procedures and technology to complete operational tasks.</li> <li>3.5. Identify problems and report operational issues as they arise.</li> </ul>   |
| 4. Complete end of shift duties. | <ul style="list-style-type: none"> <li>4.1. Follow end of shift procedures.</li> <li>4.2. Complete administration and reporting requirements.</li> <li>4.3. Provide customer feedback to relevant supervisors or managers.</li> </ul>   |

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

### SKILLS

### DESCRIPTION

- |                    |   |
|--------------------|---|
| Reading skills to: | <ul style="list-style-type: none"> <li>• read organisational policies, procedures and work schedules</li> </ul>                   |
| Oral communication | <ul style="list-style-type: none"> <li>• listen to and interpret customer requests and describe products and services.</li> </ul> |

skills to:

- Numeracy skills to:
- record or process financial transactions.
- Learning skills to:
- locate key information on organisational products and services.
- Self-management skills to:
- integrate all technical skills within the whole service period, throughout preparation, service, and end of shift duties.
- Technology skills to:
- use a variety of equipment for day-to-day work activities.

## Unit Mapping Information

SITHIND202 Use hospitality skills effectively

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITHIND003 Use hospitality skills effectively

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- integrate technical skills and provide hospitality service to customers for a minimum of 12 complete service periods (shifts) that individually or in combination involve:
  - interacting with and positively responding to diverse demands and requests of multiple customers throughout the service periods
  - working with speed and efficiency to deal with numerous service and operational tasks simultaneously
  - identifying issues and problems, referring to supervisor when appropriate, and participating in their resolution
  - working cooperatively as part of a service team, and taking limited responsibility for the service process, workflow and own work outcomes.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- basic organisational information:
  - availability of products, services and specials
  - menus and beverage lists
  - current promotions, events and entertainment
  - details of expected business, customer requirements and scheduling
  - event or function running sheets
  - job role and tasks to be performed
  - local area and venue facilities
  - policies and procedures
  - staff rosters
  - verbal or written advice affecting job performance and service requirements
- information relevant to customers:
  - current promotions, events and entertainment
  - customer loyalty programs
  - food menu options and specials

- gaming facilities
- hotel facilities:
  - gymnasiums and health facilities
  - in-room services
  - laundry services
  - room service
- local area and venue facilities
- lost and found services
- membership benefits
- prices of products and services
- prize nights and special events
- product knowledge of food, alcoholic and non-alcoholic beverages
- raffles
- wine and cocktail drink list choices and specials
- common operational tasks:
  - communicating orders to the kitchen
  - ordering stock
  - preparing rooms for guests
  - processing financial transactions
  - providing porting services
  - selling and preparing drinks
  - selling gaming tickets
  - serving food and beverage
  - taking orders
- end of shift procedures:
  - cleaning work areas and equipment
  - debriefing session and quality service reviews
  - preparing for the next service period
  - restocking
  - safely storing products, equipment and materials
- roles and responsibilities of service team members
- organisational policies and procedures for:
  - administration and reporting relating to:
    - completing financial transactions
    - completing work plans and schedules
    - handover
  - hygiene, health, safety and security:
    - completing incident, work health and safety (WHS) and maintenance reports
  - customer service
  - complaint handling.

## Assessment Conditions

Skills must be demonstrated in an operational hospitality environment. This can be:

- an industry workplace
- a simulated industry environment, such as training in a:
  - restaurant/cafe environment
  - accommodation services environment
  - housekeeping environment
  - gaming operations environment.

Assessment must ensure access to:

- industry realistic ratios of service staff to customers
- products and services to be delivered to customers.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## **SITHIND004 Work effectively in hospitality service**

### **Modification History**

Not applicable.

### **Application**

This unit describes the performance outcomes, skills and knowledge required to work effectively in a hospitality environment and provide service to customers during service periods.

It requires the ability to integrate a range of individual technical skills while dealing with numerous sales, service or operational tasks simultaneously to meet the needs of multiple and diverse customers. It incorporates preparation, service and end of service tasks.

The unit applies individuals working in a range of different departments such as accommodation services, food and beverage, gaming operations and housekeeping, in various hospitality industry settings, including bars, hotels, cafes, restaurants, clubs, pubs and motels.

It applies to those frontline service personnel who deal directly with customers on a daily basis and who operate with some level of independence and under limited supervision.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### **Pre-requisite Unit**

Nil

### **Competency Field**

Working in Industry

### **Unit Sector**

Hospitality

## Elements and Performance Criteria

### ELEMENTS

### PERFORMANCE CRITERIA

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- |                                  |  |
|----------------------------------|--|
| 1. Prepare for service.          | <ul style="list-style-type: none"> <li>1.1. Plan and organise tasks from organisational information.</li> <li>1.2. Develop and review work schedules and liaise with team members to confirm and inform others of service requirements.</li> <li>1.3. Prepare work area, equipment and supplies according to procedures to meet service requirements.</li> </ul>   |
| 2. Provide service.              | <ul style="list-style-type: none"> <li>2.1. Provide quality customer service, using appropriate methods and techniques to meet customer expectations of quality, presentation and timeliness of delivery.</li> <li>2.2. Offer relevant customer information on products and services.</li> <li>2.3. Assist customer with choices that meet individual needs, special requests and cultural requirements.</li> <li>2.4. Proactively promote, upsell and cross-sell products and services according to organisational procedures.</li> <li>2.5. Resolve complaints within scope of own responsibility and use appropriate communication techniques to deal with conflict.</li> </ul> |
| 3. Complete operational tasks.   | <ul style="list-style-type: none"> <li>3.1. Follow work schedules and work cooperatively as part of a team to maximise efficiency.</li> <li>3.2. Follow workplace safety and hygiene procedures.</li> <li>3.3. Maintain cleanliness and tidiness of work areas.</li> <li>3.4. Use organisational procedures and technology for operational tasks.</li> <li>3.5. Identify and anticipate operational problems and take action to minimise the effect on customer satisfaction.</li> </ul>   |
| 4. Complete end of shift duties. | <ul style="list-style-type: none"> <li>4.1. Follow end of shift procedures.</li> <li>4.2. Complete administration and reporting requirements.</li> <li>4.3. Participate in debriefing and handover sessions with colleagues and suggest service improvements.</li> </ul>   |

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

### SKILLS

### DESCRIPTION



- Reading skills to:
- interpret and follow a range of organisational procedures and work schedules.
- Oral communication skills to:
- liaise with other team members about service requirements
  - listen and respond to diverse range of customer requests and complaints, asking questions to clarify and confirm.
- Learning skills to:
- locate key information on organisational products and services.
- Teamwork skills to:
- work cooperatively as part of a team and provide advice and support as required.
- Self-management skills to:
- integrate all technical skills within the whole service period, throughout preparation, service, and end of shift duties.
- Technology skills to:
- use a variety of equipment for day-to-day work activities.

## Unit Mapping Information

SITHIND301 Work effectively in hospitality service

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITHIND004 Work effectively in hospitality service

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- integrate technical skills and provide hospitality service to customers for a minimum of 36 complete service periods (shifts) that individually or in combination involve:
  - interacting with and positively responding to diverse demands and requests of different customers
  - working with speed and efficiency to deal with numerous service and operational tasks simultaneously
  - identifying issues and problems, determining solutions and taking appropriate action to resolve
  - working cooperatively as part of a service team, monitoring the service process and workflow, and taking responsibility for own work outcomes
  - providing technical advice and support to other team members.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- basic organisational information:
  - availability of products, services and specials
  - menus and beverage lists
  - current promotions, events and entertainment
  - details of expected business, customer requirements and scheduling
  - event or function running sheets
  - job role and tasks to be performed
  - local area and venue facilities
  - policies and procedures
  - staff rosters
  - verbal or written advice affecting job performance and service requirements
- information relevant to customers:
  - customer loyalty programs
  - food menu options and specials

- gaming facilities
- hotel facilities:
  - gymnasiums and health facilities
  - in-room services
  - laundry services
  - room service
- local area and venue facilities
- lost and found services
- membership benefits
- prices of products and services
- prize nights and special events
- product knowledge of food, alcoholic and non-alcoholic beverages
- raffles
- common operational tasks:
  - communicating orders to the kitchen
  - ordering stock
  - preparing rooms for guests
  - processing financial transactions
  - providing porting services
  - selling and preparing drinks
  - selling gaming tickets
  - serving food and beverage
  - taking orders
- end of shift procedures:
  - cleaning work areas and equipment
  - debriefing sessions and quality service reviews
  - preparation for the next service period
  - restocking
  - safe storage of products, equipment and supplies
- roles and responsibilities of service team members
- organisational policies and procedures for:
  - administration and reporting relating to:
    - completing financial transactions
    - completing work plans and schedules
    - handover
  - hygiene, health, safety and security:
    - completing incident, work health and safety (WHS) and maintenance reports
  - customer service
  - complaint handling.

## Assessment Conditions

Skills must be demonstrated in an operational hospitality environment. This can be:

- an industry workplace
- a simulated industry environment, such as in a training:
  - restaurant/cafe environment
  - accommodation services environment
  - housekeeping environment
  - gaming operations environment.

Assessment must ensure access to:

- products and services to be delivered to customers
- organisational policies and procedures
- industry realistic ratios of service staff to customers; these can be:
  - customers in an industry workplace who are assisted by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# SITHKOP001 Clean kitchen premises and equipment

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to clean food preparation areas, storage areas, and equipment in commercial kitchens to ensure the safety of food. It requires the ability to work safely and to use resources efficiently to reduce negative environmental impacts.

This unit is particularly important within a food safety regime and applies to all hospitality and catering organisations with kitchen premises, including permanent or temporary kitchens or smaller food preparation areas. These can be found within restaurants, cafes, kiosks, cafeterias, clubs, hotels, attractions and in catering facilities.

The unit applies to kitchen personnel who work with very little independence and under close supervision, including kitchen attendants and stewards. It can also apply to cooks and chefs in small organisations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## Pre-requisite Unit

SITXFSA001 Use hygienic practices for food safety

## Competency Field

Kitchen Operations

## Unit Sector

Hospitality

## Elements and Performance Criteria

### ELEMENTS

### PERFORMANCE CRITERIA

| Elements describe the essential outcomes.                 | Performance criteria describe the performance needed to demonstrate achievement of the element.   |
|---|---|
| 1. Clean and sanitise kitchen equipment.                  | 1.1. Select and prepare cleaning agents and chemicals according to cleaning schedule and product instructions.<br>1.2. Clean and sanitise kitchen equipment to ensure safety of food that is prepared and served to customers.<br>1.3. Store cleaned equipment in designated place.   |
| 2. Clean service-ware and utensils.                       | 2.1. Sort service-ware and utensils and load dishwasher with appropriate items.<br>2.2. Hand wash any items not appropriate for dishwasher.<br>2.3. Dispose of broken or chipped service-ware within scope of responsibility, and report losses to supervisor.<br>2.4. Ensure that sufficient supplies of clean, undamaged crockery are available at all times during the service period.   |
| 3. Clean and sanitise kitchen premises.                   | 3.1. Clean and sanitise kitchen surfaces and <b>food preparation and storage areas</b> according to cleaning schedule to ensure the safety of food that is prepared and served to customers.<br>3.2. Clean areas of any animal and pest waste and report incidents of infestation.<br>3.3. Follow safety procedures in the event of a chemical accident.<br>3.4. Sort and remove linen according to organisational procedures.<br>3.5. Sort and promptly dispose of kitchen waste to avoid cross-contamination with food stocks.  |
| 4. Work safely and reduce negative environmental impacts. | 4.1. Use cleaning agents, chemicals and cleaning equipment safely and according to manufacturer instructions.<br>4.2. Use personal protective equipment and safe manual handling techniques when cleaning equipment and premises.<br>4.3. Reduce negative environmental impacts through efficient use of energy, water and other resources.<br>4.4. Sort general kitchen waste from recyclables and dispose of them in designated recycling bins.<br>4.5. Safely dispose of kitchen waste, especially hazardous substances, to minimise negative environmental impacts. |

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| <b>SKILLS</b>                      | <b>DESCRIPTION</b>   |
|------------------------------------|--|
| Reading skills to:                 | <ul style="list-style-type: none"><li>• read and interpret workplace documents and diagrams in:<ul style="list-style-type: none"><li>• safety and waste disposal procedures</li><li>• safety data sheets (SDS) and product instructions for cleaning agents and chemicals.</li></ul></li></ul> |
| Writing skills to:                 | <ul style="list-style-type: none"><li>• complete orders to replace out of stock cleaning materials.</li></ul>  |
| Oral communication skills to:      | <ul style="list-style-type: none"><li>• report infestation incidents, providing specific information regarding pest waste and discussing approach to treatment.</li></ul>  |
| Numeracy skills to:                | <ul style="list-style-type: none"><li>• follow simple dilution requirements for chemicals and cleaning products, and calculate ratios in order to make them up.</li></ul>  |
| Learning skills to:                | <ul style="list-style-type: none"><li>• locate key information in cleaning schedules and procedures manuals.</li></ul>   |
| Planning and organising skills to: | <ul style="list-style-type: none"><li>• efficiently sequence the stages of cleaning kitchen equipment and premises.</li></ul>  |
| Self-management skills to:         | <ul style="list-style-type: none"><li>• manage own speed, timing and productivity</li><li>• recognise a chemical accident and follow safety procedures to avoid food contamination.</li></ul>  |
| Technology skills to:              | <ul style="list-style-type: none"><li>• use automatic dishwashers and reassemble kitchen equipment after cleaning.</li></ul>   |

## Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

***Food preparation and storage areas*** must include:

- benches and working surfaces
- cool rooms
- cupboards
- pantry
- freezers
- fridges
- microwaves
- ovens
- storerooms
- stoves.

## Unit Mapping Information

SITHKOP101 Clean kitchen premises and equipment

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>



# Assessment Requirements for SITHKOP001 Clean kitchen premises and equipment

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- efficiently follow cleaning schedules to clean food preparation and food storage areas in a commercial kitchen on at least six different occasions
- clean each of the following large and small equipment items on at least six occasions according to cleaning schedules:
  - cooking equipment:
    - large and small pots
    - fry pans
    - deep-fryers
    - baking trays
  - dishwashers
  - garbage bins
  - glasswashers
  - measures:
    - scales
    - temperature probes
  - mechanical food preparation equipment:
    - commercial mixers: food processors, blenders and attachments
    - mincers
    - slicing machines
  - ovens
- clean and replenish the following commercial service-ware and utensils on at least six occasions:
  - cutting boards
  - containers
  - cooking utensils
  - crockery and dishes
  - cutlery
  - glassware
  - graters and peelers

- knives
- sort soiled linen and prepare for collection by laundry staff according to organisational procedures on at least six occasions:
  - cleaning cloths
  - clothing
  - napkins
  - serving cloths
  - tablecloths
  - tea towels
- perform the above cleaning work demonstrating use of:
  - different types of cleaning agents and chemicals for kitchens and equipment
  - cleaning, sanitising and disinfecting methods for kitchens and equipment
  - correct and environmentally sound disposal methods for waste and hazardous substances
  - efficient use of energy, water and other resources
- complete above cleaning tasks:
  - within commercial time constraints
  - selecting and using correct personal protective equipment.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- hygiene and cross-contamination issues for kitchens and the importance and purpose of cleaning regimes
- different types of cleaning and sanitising products and chemicals for kitchens and equipment:
  - automatic dishwasher:
    - liquid
    - powder
    - tablets
  - bleach
  - cleaning agents for specialised surfaces
  - deodorisers
  - dishwashing liquid
  - disinfectants
  - floor cleaners
  - glass cleaner
  - pesticides
  - stainless steel cleaner and polish
  - window cleaner

- uses of different types of cleaning and sanitising products and chemicals for kitchens and equipment
- safe practices for using and storing different types of cleaning and sanitising products, chemicals and hazardous substances
- safe operational practices using essential functions and features of equipment used to clean kitchen premises and equipment
- content of safety data sheets (SDS) for cleaning agents and chemicals, or plain English workplace documents or diagrams that interpret the content of SDS
- cleaning, sanitising and disinfecting methods that avoid risk to food for the following food preparation and storage areas:
  - kitchen floors, shelves and walls
  - kitchen equipment, service-ware and utensils
- purpose of the following personal protective equipment used when cleaning:
  - face masks
  - gloves
  - goggles
  - rubber aprons
- safe manual handling techniques for cleaning equipment and premises, especially bending, lifting and carrying heavy equipment
- environmental impacts of cleaning commercial kitchens and equipment and minimal impact practices to reduce them, especially those that relate to water and energy use
- correct and environmentally sound disposal methods for kitchen waste:
  - broken service-ware
  - food waste
  - hazardous substances:
    - animal fat
    - chemicals
    - cleaning agents
    - cooking oils
    - ghee
    - grease
  - pest waste
  - recyclables:
    - glass bottles and jars
    - plastics
    - paper and cardboard
    - tin or aluminium containers
    - fruit and vegetable matter
  - used or out of date ingredients and food items
- organisation-specific information:
  - contents of cleaning schedules

- contents of safety procedures for chemical accidents
- procedures for disposing of contaminated food
- reporting mechanisms for infestations
- standards of presentation for the premises.

## Assessment Conditions

Skills must be demonstrated in an operational commercial kitchen. This can be:

- an industry workplace
- a simulated industry environment, such as a training kitchen servicing customers.

Assessment must ensure access to:

- commercial kitchen with food preparation and storage areas with floor, walls and shelves
- fixtures and large equipment:
  - bain marie or hot box
  - commercial:
    - blenders and food mills
    - mixers and attachments
  - commercial dishwasher
  - commercial grade work benches
  - commercial ovens with timer and trays:
    - convection
    - deck
    - microwave
  - commercial refrigeration facilities:
    - cool room
    - freezer
    - fridge
  - electronic equipment used for stock control
  - deep-fryer
  - double sink
  - gas, electric or induction stove tops
  - salamander or other form of griller
  - storage facilities:
    - shelving
    - trays
  - slicing machine
- small equipment:
  - cutting, chopping and slicing implements

- cutting boards
- graters
- knives and cleavers:
  - butcher and boning knives
  - butter spreading knives
  - bread knives
  - carving knives
  - large serrated cake knives
  - filleting knives
  - utility knives
- measurers:
  - metric calibrated measuring jugs
  - measuring spoons
  - portion control scoops and markers
- meat:
  - bats
  - cleavers
  - hooks
  - thermometers
  - mincers
  - saws
- scales (1 gram increments) and scales for weighing large quantities
- scoops, skimmers and spiders
- service-ware:
  - platters, dishes and bowls
  - cutlery and serving utensils
- small utensils:
  - flour and drum sieves
  - peelers, corers and slicers
  - strainers and chinois
  - scrapers
  - spatulas
  - pastry brush
  - tongs and serving utensils
- whisks:
  - fine stainless steel wire
  - coarse stainless steel wire
- spoons:
  - large plain and slotted metal spoons
  - ladles in a variety of sizes

- serving spoons
- wooden spoons
- temperature probes
- thermometers
- personal protective equipment specified in the knowledge evidence
- cleaning materials and equipment:
  - cleaning cloths
  - commercial cleaning and sanitising agents and chemicals for cleaning commercial kitchens, equipment and food storage areas
  - dishwashers
  - dustpans and brooms
  - floor scrubbers or polishers
  - garbage bins and bags
  - mops and buckets
  - pressurised steam and water cleaners
  - sponges, brushes and scourers
  - swabs
  - tea towels
  - waste sink for mops
- organisational specifications:
  - equipment manufacturer manuals
  - current commercial stock control procedures and documentation for ordering, monitoring and maintaining cleaning stock
  - commercial cleaning schedules
  - food preparation lists
  - ordering and docketing paperwork
  - safety procedures for chemical accidents
  - SDS for cleaning agents and chemicals and plain English workplace documents or diagrams that interpret the content of SDS.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## **SITHKOP002 Plan and cost basic menus**

### **Modification History**

Not applicable.

### **Application**

This unit describes the performance outcomes, skills and knowledge required to plan and cost basic menus for dishes or food product ranges for any type of cuisine or food service style. It requires the ability to identify customer preferences, plan menus to meet customer and business needs, cost menus and evaluate their success.

It does not cover the specialist skills used by senior catering managers and chefs to design and cost complex menus after researching market preferences and trends. Those skills are covered in SITHKOP007 Design and cost menus.

The unit applies to hospitality and catering organisations. Menus can be for ongoing food service, for an event or function, or for a food product range such as patisserie products.

It applies to cooks, patissiers and catering personnel who usually work under the guidance of more senior chefs.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### **Pre-requisite Unit**

Nil

### **Competency Field**

Kitchen Operations

### **Unit Sector**

Hospitality

## Elements and Performance Criteria

### ELEMENTS

### PERFORMANCE CRITERIA

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- |                                   |   |
|-----------------------------------|---|
| 1. Identify customer preferences. | 1.1. Identify current customer profile for the food business.<br>1.2. Analyse food preferences of customer base.  |
| 2. Plan menus.                    | 2.1. Generate a range of ideas for menus for dishes or food production ranges, assess their merits, and discuss with relevant personnel.<br>2.2. Choose menu items to meet customer preferences.<br>2.3. Identify organisational service style and cuisine, and develop suitable menus.<br>2.4. Include <b><i>balanced variety</i></b> of dishes or food production items for the style of service and cuisine. |
| 3. Cost menus.                    | 3.1. Itemise proposed components of included dishes or food production items.<br>3.2. Calculate portion yields and costs from raw ingredients.<br>3.3. Assess cost-effectiveness of proposed dishes or food production items and choose menu items that provide high yield.<br>3.4. Price menu items to ensure maximum profitability.   |
| 4. Write menu content.            | 4.1. Write menus using words that appeal to customer base and fit with the business service style.<br>4.2. Use correct names for style of cuisine.<br>4.3. Use descriptive writing to promote sale of menu items.   |
| 5. Evaluate menu success.         | 5.1. Seek ongoing feedback from customers and others, and use to improve menu performance.<br>5.2. Assess success of menus against customer satisfaction and sales data.<br>5.3. Adjust menus based on feedback and profitability.  |

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

### SKILLS

### DESCRIPTION

- Writing skills to:
- prepare menus and product descriptions to creatively explain



- menu dishes and promote sales.
- Oral communication skills to:
- listen and respond to routine customer feedback, and ask questions that inform menu choice.
- Numeracy skills to:
- calculate the cost of producing dishes for menus
  - calculate mark-ups and selling price for profitability
  - compare menu items based on their anticipated yield, budgetary constraints and profitability.
- Problem-solving skills to:
- evaluate the food service preferences of the customer profile and plan menus to meet those preferences
  - identify unprofitable menu items and adjust menus to include high yield dishes.
- Planning and organising skills to:
- access and sort all information required for menu planning and for coordinating a menu development process.
- Technology skills to:
- use computers and software programs to cost and document menus.

## Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

**Balanced variety** must relate to different:

- colours
- cooking methods
- delicacies
- flavours
- nutritional values
- presentation
- seasonally available ingredients
- tastes
- textures.

## Unit Mapping Information

SITHKOP302 Plan and cost basic menus

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITHKOP002 Plan and cost basic menus

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- identify and evaluate the food preferences of customer groups with differing characteristics and use to inform menu planning
- develop and cost each of the following menu types based on above information:
  - à la carte
  - buffet
  - cyclical
  - degustation
  - ethnic
  - set
  - table d'hôte
  - seasonal
- evaluate success of the above menus by obtaining at least two of the following types of feedback:
  - customer satisfaction discussions with:
    - customers
    - employees during the course of each business day
  - customer surveys
  - improvements suggested by:
    - customers
    - managers
    - peers
    - staff
    - supervisors
    - suppliers
  - regular staff meetings that involve menu discussions
  - seeking staff suggestions for menu items
- develop the above menus within commercial time constraints, demonstrating:
  - use of balanced variety of dishes and ingredients
  - methods for determining costs of supply for ingredients

- methods and formulas for calculating portion yields and costs from raw ingredients
- methods for responding to feedback and adjusting menus
- methods for achieving desired profit margins, mark-up procedures and rates
- use of different types and styles of menus for dishes or food production ranges.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisation-specific information:
  - sources of information on current customer profile and food preferences
  - service style and cuisine
  - costs of supply for ingredients
- methods and formulas for calculating portion yields and costs from raw ingredients:
  - butcher's test
  - standard measures
  - standard yield tests
- hospitality and catering industry desired profit margins, mark-up procedures and rates
- different types and styles of menus for dishes or food production ranges for different types of food outlets
- range of food preferences relating to:
  - contemporary eating habits
  - cultural and ethnic influences
  - popular menu items
  - quick service foods
  - seasonal dishes
  - variety of food products
- differing characteristics of customer groups:
  - age range
  - buying power
  - gender
  - income level
  - social and cultural background
- influence of seasonal products and commodities on menu content
- naming conventions and culinary terms for a variety of cuisines
- formats for and inclusion of menus presented to customers
- methods of assessing the popularity of menu items:
  - customer surveys
  - popularity index
  - sales data.

## Assessment Conditions

Skills must be demonstrated in a hospitality business operation where menus are planned and costed. This can be:

- an industry workplace
- a simulated industry environment or activity.

Assessment must ensure access to:

- commercial information:
  - preferred supplier arrangements
  - purchase specifications
  - sources of negotiated cost of supply:
    - tariffs
    - price lists
- product information:
  - food preparation lists
  - menus for restaurants
  - price lists
  - recipes
  - costs of food supply for food service businesses
  - menus for the variety of cuisines and service styles specified in the performance evidence.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## **SITHKOP003 Plan and display buffets**

### **Modification History**

Not applicable.

### **Application**

This unit describes the performance outcomes, skills and knowledge required to design, plan and display buffets. It requires the ability to consult on buffet requirements, design the total buffet concept, plan and document operational requirements, display a buffet creatively and supervise food service.

It does not include the preparation of food items for buffets which is covered by the unit SITHCCC015 Produce and serve food for buffets.

The unit applies to all hospitality and catering organisations that serve buffet food including restaurants, hotels, clubs, and event and function venues. The buffet could be a one-off for a special event or function or a series of regular buffets offered by the organisation.

This unit applies to those people who operate independently or with limited guidance from others such as senior and supervising cooks and chefs, catering supervisors and managers.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### **Pre-requisite Unit**

SITXFSA001 Use hygienic practices for food safety

### **Competency Field**

Kitchen Operations

### **Unit Sector**

Hospitality

## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential outcomes.

1. Design and plan a buffet.

2. Prepare for buffet.

3. Display food items and supervise service.

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1.1.Consult with *others* to determine requirements and design of total buffet concept.

1.2.Design buffet menu according to season, budget, occasion, and customer requirements.

1.3.Identify quality, price and customer requirements, and plan the purchase of a range and quantity of food items.

1.4.Plan layout and display of buffet according to type of food, occasion and theme.

1.5.Incorporate design of showpieces and decorations to enhance buffet display.

1.6.Produce food preparation lists and display plans for use of operational kitchen personnel.

2.1.Supervise preparation of food.

2.2.Select appropriate service equipment, service-ware and linen to display food and decorations.

2.3.Plan food service points for efficient and safe customer and staff accessibility.

2.4.Install and present appropriate buffet showpieces and decorations.

3.1.Display buffet food items to create customer appeal.

3.2.Display garnishes and accompaniments to enhance visual appeal.

3.3.Supervise buffet service to ensure replenishment of food items and neat and attractive display throughout buffet service period.

3.4.Ensure appropriate service standards for all food items.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

### SKILLS

Reading skills to:

### DESCRIPTION

- read and interpret supplier information to decide best purchasing option.

- Writing skills to:
- write comprehensive food preparation and display plans.
- Numeracy skills to:
- calculate required quantities of buffet food for expected customer traffic
  - calculate supplies for food production.
- Problem-solving skills to:
- recognise potential customer traffic flow issues and design a layout for efficient and safe customer and staff accessibility.
- Initiative and enterprise skills to:
- develop creative ideas and explore a range of designs for the display of buffet foods.
- Teamwork skills to:
- invite and consider the input of staff members and external professionals in the buffet planning and production process.
- Planning and organising skills to:
- access and sort all information required for buffet design and coordinate a timely and efficient planning process.
- Technology skills to:
- use computers and software programs to produce food preparation lists and display plans.

## Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

*Others* must include consideration of the following:

- customers
- display artists and decoration wholesalers
- event or function coordinators
- event stylists
- floral stylists
- food and beverage managers
- interior designers and decorators
- other cooks and chefs
- service staff.

## Unit Mapping Information

SITHKOP401 Plan and display buffets



## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITHKOP003 Plan and display buffets

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- design, plan and display at least one buffet for each of the following:
  - indoor venue
  - outdoor venue
  - breakfast
  - lunch or dinner
  - event or function
- the above buffet must incorporate use of at least six of the following hot and cold buffet foods:
  - breakfast foods
  - meat or poultry
  - seafood
  - salads
  - breads
  - fruit or vegetables
  - cheese
  - smallgoods
  - dessert and pastry items
  - accompaniments
  - glazed foods, galantines and forcemeats
  - themed foods
  - foods selected to meet special dietary requirements
- present buffet with artistic flair, incorporating at least six of the following main elements:
  - candles or lighting
  - showpieces and decorations
  - linen
  - food and food items
  - service equipment
  - service-ware
  - table arrangements

- themed foods
- document operational requirements and supervise food preparation and service for above buffets
- prepare above buffets:
  - within commercial time constraints and deadlines
  - reflecting required quantities to be produced
  - following procedures for portion control and food safety practices when producing, displaying and serving hot and cold buffet food
  - responding to special customer requests and dietary requirements.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- suitable types of foods and dishes for buffets and their characteristics:
  - culinary terms for a variety of classical and contemporary buffet items
  - appropriate conditions and temperatures for display and service to maintain optimum quality and food safety
  - appropriate portions
- presentation techniques for food items that make up a buffet
- design considerations for buffets:
  - appropriateness of food items for buffets
  - balance of dish types
  - colour and style
  - costing issues
  - nutritional value of food
  - operational constraints
  - themes of occasions
  - use of showpieces and decorations
- showpieces and decorations for buffets:
  - bread
  - candles
  - carved, moulded or assembled items
  - chocolate
  - decorated, display and special occasion cakes
  - edible or non-edible materials
  - floral arrangements
  - fruit and vegetable displays
  - glassware and service-ware
  - ice, fruit or vegetable, chocolate, salt or margarine carvings
  - special theme items

- sugar.

## Assessment Conditions

Skills must be demonstrated in an operational commercial kitchen. This can be:

- an industry workplace
- a simulated industry environment, such as a training food and beverage outlet servicing customers.

Assessment must ensure access to:

- a buffet display and service area with:
  - buffet showpieces and decorations specified in the knowledge evidence
  - lighting for buffet
  - linen
  - specific equipment for buffet service:
    - chafing dishes
    - display crockery
    - serving equipment
- food and food items for buffet
- computers and software programs to produce food preparation lists and display plans
- organisational specifications:
  - food preparation lists
  - display plans.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# SITHKOP004 Develop menus for special dietary requirements

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to develop menus and meal plans for people who have special dietary needs for health, lifestyle and cultural reasons. It requires the ability to identify the dietary requirements of customers, develop special menus and meal plans to meet those requirements, cost menus and to monitor and evaluate the success of menu performance.

The unit applies to all hospitality and catering organisations that prepare and serve food. This includes hotels, clubs, restaurants, educational institutions, health establishments, defence forces, cafeterias, kiosks, cafes, residential caterers, in flight and other transport caterers, event and function caterers.

It applies to those people who operate independently or with limited guidance from others such as senior cooks, chefs, catering supervisors and managers.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## Pre-requisite Unit

Nil

## Competency Field

Kitchen Operations

## Unit Sector

Hospitality

## Elements and Performance Criteria

### ELEMENTS

### PERFORMANCE CRITERIA

Elements describe the essential outcomes.

1. Identify menu requirements.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1.1. Identify dietary and cultural or religious menu requirements of different customer groups.

1.2. Assess contemporary dietary trends and regimes.

1.3. Liaise with *other professionals* to identify and confirm customer requirements.

1.4. Identify health consequences of ignoring special dietary requirements of customers.

2. Develop menus and meal plans for special diets.

2.1. Select a variety of suitable foods and meals for specific requirements.

2.2. Identify appropriate combinations of food to meet macro and micro nutrient requirements.

2.3. Develop menus and meal plans that promote good health and reduce the incidence of diet related health problems.

2.4. Prepare cyclic menus and balance nutritional requirements and variety.

2.5. Incorporate sufficient choice of dishes into the menus.

2.6. Recommend food preparation and cooking methods to maximise nutritional value of food.

3. Cost and document special menus and meal plans.

3.1. Calculate *expenditure items* to determine production costs of menu items.

3.2. Calculate portion yields and costs from raw ingredients.

3.3. Assess cost-effectiveness of proposed dishes against budgetary constraints and choose products that provide high yield.

3.4. Use correct terminology in menus and meal plans.

4. Monitor special menu performance.

4.1. Seek ongoing feedback from customers and others and use to improve menu performance.

4.2. Analyse the success of special menus against dietary goals and customer satisfaction.

4.3. Adjust menus based on feedback and success.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

### SKILLS

### DESCRIPTION

- Reading skills to:
- read and interpret complex details of health-related problems and cultural meal requirements.
- Writing skills to:
- write comprehensive menus, meal plans and recommendations for cooking methods.
- Oral communication skills to:
- listen and respond to routine customer feedback, and ask questions of health and other professionals to inform menu choice.
- Numeracy skills to:
- calculate the cost of producing dishes for menus and meal plans.
- Learning skills to:
- continually research information on emerging dietary trends.
- Problem-solving skills to:
- evaluate diet-related health problems and design varied menus to address them
  - identify budgetary constraints and adjust menus to include the most cost effective options.
- Planning and organising skills to:
- access and sort information required for menu design to coordinate a timely and efficient development process.
- Technology skills to:
- use computers and software programs to cost and document menus and meal plans.

## Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

- Other professionals* must include the appropriate:
- allied health professionals
  - dietitians
  - medical specialists
  - nutritionists.
- Expenditure items* must include:
- ingredients
  - labour
  - operational costs of the kitchen
  - wastage.

## Unit Mapping Information

SITHKOP402 Develop menus for special dietary requirements

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>



# Assessment Requirements for SITHKOP004 Develop menus for special dietary requirements

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- develop and cost at least six menus or meal plans that individually or in combination meet at least six different special dietary requirements as specified in the knowledge evidence
- two of the above menus or meal plans must reflect one or more cultural or religious dietary requirements as specified in the knowledge evidence
- two of the above menus or meal plans must address the special dietary requirements of different customer groups as specified in the knowledge evidence
- evaluate each of the above menus by obtaining at least two of the following types of feedback:
  - customer satisfaction discussions with:
    - customers
    - employees during the course of each business day
  - customer surveys
  - improvements suggested by:
    - customers
    - managers
    - peers
    - staff
    - supervisors
    - suppliers
  - regular staff meetings that involve menu discussions
  - satisfaction discussions with:
    - customers
    - allied health professionals
    - dietitians
    - medical specialists
  - seeking staff suggestions for menu items
- develop above menus and menu plans within commercial time constraints, demonstrating:
  - methods for responding to feedback and adjusting menus
  - basic principles and practices of nutrition.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- culinary terms and trade names for:
  - substitute ingredients used to produce dishes with special dietary recipes
  - ingredients suitable for meeting basic nutritional needs
  - ingredients that cause common allergic reactions
  - food additives and preservatives
- main types and culinary characteristics of special diets that are part of contemporary Australian society:
  - eating regimes:
    - elimination
    - macrobiotic
  - exclusions for allergies, contraindications with medicines or food intolerance
  - fat-free
  - fluids
  - food preferences
  - food restrictions
  - gluten-free
  - high carbohydrate
  - high or low energy
  - high or low protein
  - high fibre
  - lacto ovo
  - low carbohydrate
  - low cholesterol
  - low fat
  - low gluten
  - low kilojoule
  - low sugar
  - modified sodium or potassium
  - modified texture
  - nutritional requirements
  - portion size
  - substitutes:
    - gluten-free flour
    - yeast-free flour
    - non-sugar sweeteners
  - sugar-free

- type one and two diabetes
- main types and culinary characteristics of cultural or religious diets that are part of contemporary Australian society:
  - halal
  - Hindu
  - kosher
  - vegan
  - vegetarian
- main types of customer groups that have special dietary requirements:
  - adolescents
  - athletes
  - children
  - defence forces
  - elderly
  - health care
  - ill or injured
  - infants
  - international tourists
  - nutritional and energy requirements due to physical condition
  - people in areas affected by disaster or environmental extremes
  - people from different socioeconomic groups
  - people in remote areas
  - those with weight problems:
    - underweight
    - overweight
    - obese
- meaning of:
  - drug-food interactions
  - food allergy
  - food intolerance
- key health and legal consequences of failing to address special requirements:
  - allergic reactions
  - anaphylaxis
  - food sensitivity or intolerance reactions
- basic principles and practices of nutrition:
  - nutrients and their food sources
  - influences on food choice
  - food and beverage selection influences
  - food labelling and interpretation
  - role and implications of using food additives and preservatives

- health implications of food choices
- role of good nutrition in avoiding dietary diseases
- effects of various cooking methods and food storage on nutrients
- primary components of Australian Dietary Guidelines, in particular those for older Australians, children and adolescents and their use in menu planning
- methods and formulas for calculating portion yields and costs from raw ingredients:
  - butcher's test
  - standard measures
  - standard yield tests.

## Assessment Conditions

Skills must be demonstrated in a hospitality industry business operation or activity for which special menus and meal plans are prepared. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- computers, printers and software for costing and developing menus and meal plans
- Australian Dietary Guidelines
- recipes that accommodate a range of special dietary requirements.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## **SITHKOP005 Coordinate cooking operations**

### **Modification History**

Not applicable.

### **Application**

This unit describes the performance outcomes, skills and knowledge required to coordinate the production of food in commercial kitchens. It requires the ability to plan the production of food, organise required food supplies for food production period, supervise food production processes and monitor the quality of kitchen outputs.

Food production can be for any type of cuisine and food service style. It covers Asian cookery, patisserie products and bulk-cooked foods.

The unit applies to hospitality and catering organisations, including hotels, restaurants, clubs, educational institutions, health establishments, defence forces, cafeterias, residential caterers, in flight and other transport caterers, event and function caterers.

It applies to those people who operate independently or with limited guidance from others including senior chefs and catering managers.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### **Pre-requisite Unit**

SITXFSA001 Use hygienic practices for food safety

### **Competency Field**

Kitchen Operations

### **Unit Sector**

Hospitality

## Elements and Performance Criteria

### ELEMENTS

### PERFORMANCE CRITERIA

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Plan food production requirements.

- 1.1. Determine *food production requirements*.
- 1.2. Choose food production processes to ensure nutritional value, quality and structure of foods.
- 1.3. Select appropriate in-house food production system to meet food production requirements.
- 1.4. Select and collate standard recipes for use of food production personnel.
- 1.5. Prepare a work flow schedule and mise en place plan for food production according to menu and food volume requirements.
- 1.6. Develop food preparation lists for use of food production personnel.

2. Organise availability of supplies for food production period.

- 2.1. Calculate required food supplies for food production period.
- 2.2. Check stores for availability and quantity of required stocks.
- 2.3. *Order or purchase* additional stock.

3. Coordinate kitchen operations.

- 3.1. Supervise food production processes to ensure food safety.
- 3.2. Oversee and adjust kitchen work flow to maximise teamwork and efficiency.
- 3.3. Control production sequence of food items to enable smooth work flow and minimise delays.

4. Monitor the quality of kitchen outputs.

- 4.1. Monitor kitchen work processes at all stages of preparation and cooking to ensure quality of food items.
- 4.2. *Check* that items match recipes and menu descriptions.
- 4.3. Ensure that food items are of consistent quality and meet organisational standards.
- 4.4. Conduct final check on food items before they are served, stored or despatched from kitchen.
- 4.5. Instruct kitchen staff to adjust food items to meet quality requirements and organisational standards.
- 4.6. Supervise safe storage of food.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| SKILLS                             | DESCRIPTION   |
|------------------------------------|---|
| Reading skills to:                 | <ul style="list-style-type: none"> <li>interpret recipes, menus and stock control documents</li> <li>select and apply the organisational procedures and strategies needed to perform work effectively.</li> </ul>   |
| Writing skills to:                 | <ul style="list-style-type: none"> <li>write comprehensive yet easily accessible work flow schedules, mise en place plans, and food preparation lists.</li> </ul>   |
| Oral communication skills to:      | <ul style="list-style-type: none"> <li>respond to feedback from food production personnel, providing instructions and asking questions to clarify when necessary.</li> </ul>  |
| Numeracy skills to:                | <ul style="list-style-type: none"> <li>calculate required food supplies for the volume of food production</li> <li>determine timings for production sequence of various food items.</li> </ul>  |
| Problem-solving skills to:         | <ul style="list-style-type: none"> <li>analyse food production requirements and develop comprehensive operational plans to meet those needs</li> <li>identify breakdowns in kitchen work flow and adjust to maximise efficiency</li> <li>recognise deficiencies in the quality of food and make adjustments to ensure a quality product.</li> </ul>           |
| Teamwork skills to:                | <ul style="list-style-type: none"> <li>coordinate a team of food production personnel: <ul style="list-style-type: none"> <li>delegating work within the team</li> <li>briefing and debriefing team members on new products and recipes</li> </ul> </li> <li>discuss process improvements and changes to food production and service requirements.</li> </ul> |
| Planning and organising skills to: | <ul style="list-style-type: none"> <li>efficiently sequence the stages of food preparation and production for a whole of kitchen operation.</li> </ul>  |
| Self-management skills to:         | <ul style="list-style-type: none"> <li>take responsibility for kitchen management and quality outputs.</li> </ul>   |
| Technology skills to:              | <ul style="list-style-type: none"> <li>operate a food production system for commercial kitchens.</li> </ul>   |

## Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the

candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

**Food production requirements** must include consideration of:

- customer requirements
- meal quantities required
- menu items
- organisational standards
- portion control
- special customer requests
- special dietary requirements
- standard recipes
- timeframe
- type of food to be prepared.

**Order or purchase** of stock may involve one or more of the following:

- ordering direct from suppliers
- ordering through central stock ordering system
- personally purchasing food supplies through an inspection and quality selection process
- transferring stocks from central storage to food production storage area.

**Checking** must involve:

- customer feedback
- feedback from kitchen staff
- formal audits against organisational standards
- taste tests
- visual inspection of presentation.

## Unit Mapping Information

SITHKOP403 Coordinate cooking operations

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>



# Assessment Requirements for SITHKOP005 Coordinate cooking operations

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- supervise food production processes and monitor and report on the quality of kitchen outputs for a minimum of twelve complete service periods (shifts) including:
  - development of:
    - kitchen workflow schedules
    - mise en place lists
    - food preparation lists
  - calculating and ordering food supplies for at least four of the types of food service styles listed in the knowledge evidence
- coordinate cooking operations within commercial time constraints for food production processes, which must include at least two of the following categories:
  - bulk cooking
  - cook chill for extended life
  - cook chill for five day shelf life
  - cook freeze
  - fresh cook.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- for at least three of the hospitality and catering organisations detailed in the unit's application:
  - comprehensive details of food production processes for:
    - receiving
    - mise en place
    - preparing or cooking
    - post-cooking storage
    - reconstitution
    - re-thermalisation
    - serving

- critical control points in food production where food hazards must be controlled
- menus and recipes for items produced in performance evidence
- indicators of quality food products:
  - appearance and visual appeal
  - colour
  - consistency
  - moisture content
  - mouth feel and eating properties
  - plate presentation
  - portion size
  - shape
  - taste
  - texture
- types of food service styles:
  - à la carte
  - buffet
  - set menu
  - table d'hôte
  - bulk cooking operations
  - functions and events
  - festivals
- use of designated decorations, garnishes or sauces
- types of food production systems and their characteristics for different production methods specified in the performance evidence
- range of formats and content for:
  - kitchen workflow schedules
  - mise en place plans
  - food preparation lists.

## Assessment Conditions

Skills must be demonstrated in an operational commercial kitchen. This can be:

- an industry workplace
- a simulated industry environment, such as a training kitchen servicing customers.

Assessment must ensure access to:

- fixtures and large equipment:
  - commercial grade work benches (1.5 m/person)
  - commercial refrigeration facilities:
    - cool room

- freezer
- fridge
- designated storage areas for dry goods and perishables
- recording systems
- storage facilities:
  - containers for hot and cold food
  - shelving
  - trays
- small equipment:
  - thermometers
  - tongs and serving utensils
- diverse and comprehensive range of perishable food supplies for commercial cookery or catering operations
- organisational specifications:
  - commercial cleaning schedules
  - current commercial stock control procedures and documentation for ordering, monitoring and maintaining stock
  - mise en place lists, menus and standard recipes and recipes for special dietary requirements
  - ordering and docketing paperwork
  - food safety plan
  - safety data sheets (SDS) for cleaning agents and chemicals
  - work flow schedules
- industry realistic ratios of food production staff to the individual who is coordinating them throughout food production periods; these can be:
  - staff and customers in an industry workplace during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## SITHKOP006 Plan catering for events or functions

### Modification History

Not applicable.

### Application

This unit describes the performance outcomes, skills and knowledge required to plan catering for events or functions. It requires the ability to identify the purpose and scope of the event, prepare catering proposals to meet customer requirements, and finalise operational plans for the delivery of catering. It does not include food preparation, which is covered by commercial cookery units.

The unit applies to catering for any type of event in the cultural, community, hospitality, sporting, tourism and event industries.

It applies to catering and event personnel who operate independently or with limited guidance from others. This unit is relevant to a caterer or other cookery specialist involved in event catering, but also to non-catering specialists including event, function and banquet coordinators.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### Pre-requisite Unit

Nil

### Competency Field

Kitchen Operations

### Unit Sector

Hospitality

### Elements and Performance Criteria

#### ELEMENTS

#### PERFORMANCE CRITERIA

|   |   |
|---|---|
| Elements describe the essential outcomes.   | Performance criteria describe the performance needed to demonstrate achievement of the element.   |
| 1. Identify purpose and scope of the event. | <p>1.1. Discuss and clarify purpose of event or function with stakeholders.</p> <p>1.2. Accurately identify specific customer needs and preferences, and determine catering requirements.</p>   |
| 2. Prepare catering proposal.               | <p>2.1. Collect and collate <b>operational information</b> for the event and venue.</p> <p>2.2. Analyse operational factors influencing catering, and consult with stakeholders to determine overall approach.</p> <p>2.3. Contribute ideas to event concept, theme and format and incorporate <b>creative elements</b> into the catering proposal.</p> <p>2.4. Verify operational and service practicality of the catering proposal through consultation and analysis.</p> <p>2.5. Present proposal including accurate information on range and style of catering products and services.</p> <p>2.6. Obtain approval to proceed with catering.</p> |
| 3. Prepare and implement operational plan.  | <p>3.1. Prepare an operational plan for provision of catering and <b>ancillary products and services</b>, identifying steps, activities and sequence.</p> <p>3.2. Incorporate risk management issues into plan.</p> <p>3.3. Review, verify and finalise details with client.</p> <p>3.4. Provide accurate information on operational plans to relevant personnel to ensure effective implementation.</p> <p>3.5. Implement and monitor catering plan for the event, making adjustments as required.</p> <p>3.6. Obtain feedback from customer and operational staff after the event to inform future catering activities.</p>                       |

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| <b>SKILLS</b>      | <b>DESCRIPTION</b>   |
|--------------------|--|
| Reading skills to: | <ul style="list-style-type: none"> <li>• read and interpret written feedback and unfamiliar and detailed venue information.</li> </ul> |
| Writing skills to: | <ul style="list-style-type: none"> <li>• write comprehensive catering proposals and complex operational plans.</li> </ul>              |
| Oral communication | <ul style="list-style-type: none"> <li>• use active listening and open and closed questioning to consult on</li> </ul>                 |

- skills to: catering requirements with customers and other stakeholders.
- Numeracy skills to:
- calculate number of catering products and services required for the event or function
  - calculate timings for the preparation and service of food.
- Problem-solving skills to:
- analyse operational factors influencing catering
  - respond to operational difficulties when implementing the plan and identify when assistance is required from colleagues and external specialists
  - identify deficiencies in proposals and plans and make adjustments.
- Initiative and enterprise skills to:
- explore a range of product concepts to improve the event theme and format.
- Planning and organising skills to:
- access and sort information required for catering proposals and plans, and write and submit them within designated deadlines.
- Technology skills to:
- use computers, word processing, presentation and spreadsheet software packages.

## Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

- Operational information** must involve consideration of the following factors:
- budget
  - capacity of facilities to produce catering
  - concept, style and theme
  - consideration of negative environmental impacts and minimal impact practices for the venue
  - date and time
  - duration
  - guest numbers
  - guest profile
  - location of:
    - food production kitchen
    - service venue
  - nature and parameters of the venue:
    - type (internal or external)
    - dimensions of delivery access and storage

areas

- access to cooking facilities
- off and on-site staff requirements
- resources that will be used:
  - physical
  - human
  - food and beverage supplies
- suppliers, and supply and cost specifications
- special, new or hired equipment required to provide catering
- transportation requirements.
- decorations that complement themed events and functions
- food with interesting links to other event aspects
- innovative options to address particular operational limitations
- innovative presentation of food and beverage
- unusual combinations of food items or service ideas.
- buffet showpieces
- floral displays and decorations
- items and merchandise:
  - chocolates, fruit, nuts, alcohol
  - hampers
  - gift items of any type
  - novelties
- on-site management of event
- room decorations
- staffing
- table decorations
- theme and décor.

*Creative elements* must involve consideration of:

*Ancillary product and services* must involve consideration of:

## Unit Mapping Information

SITHKOP404 Plan catering for events or functions

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>





# Assessment Requirements for SITHKOP006 Plan catering for events or functions

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- prepare catering proposals in response to diverse customer requirements for at least six different event or function types as specified in the knowledge evidence
- prepare practical operational plans for each of the above events and functions that specify arrangements for all basic requirements for catering delivery as specified in the knowledge evidence
- ensure above operational plans include consideration of the different operational factors that affect catering delivery as specified in the knowledge evidence
- implement above operational plans through the delivery of catering for three of the above events and functions
- complete proposals and plans and coordinate the delivery of catering for events and functions within commercial time constraints.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- major characteristics of the events and functions listed in the performance evidence:
  - purpose and format
  - roles and responsibilities of different family members, officials and venue personnel
  - event running order
  - entertainment and speeches
  - service order and timing for food and beverage items to complement event or function activities
  - service expectations
- different types of events or functions where catering is required:
  - balls
  - banquets
  - conferences
  - corporate events
  - defence operations

- exhibitions
- industry and other awards presentations
- meetings or seminars
- parties
- product launches
- religious celebrations
- social celebrations
- sporting events
- themed events
- trade shows
- training events
- wakes
- weddings
- catering and service styles for above different types of events with varying numbers
- operational factors influencing catering for different venues and climatic conditions
- space and equipment requirements for above different styles of catering and varying numbers
- basic requirements for delivery of catering for events or functions:
  - ancillary products and services
  - beverage
  - food:
    - classic
    - cultural food requirements
    - modern
    - special dietary needs
  - menu type:
    - à la carte
    - buffet
    - set menu
    - table d'hôte
  - link between food service and other aspects of the event
  - style of service
  - timing of service
- operational factors that affect catering delivery for an event or function:
  - conflicting activities in venue food preparation and storage areas
  - costing of components and total catering
  - food production timelines and staffing roles and responsibilities:
    - production kitchen
    - venue or service kitchen
  - purchasing of food, beverage, materials and equipment

- recycling and correct and environmentally sound disposal practices for kitchen waste and hazardous substances
- risk management issues
- security arrangements
- service staff roles and responsibilities
- service timelines for food and beverage
- management of on-site resources:
  - venue
  - commodities
  - equipment
  - machinery
- staffing and contracting
- storage of food and beverage
- transport requirements and timelines
- venue event management
- venue or service area resources:
  - cooking and re-thermalisation equipment
  - size and availability
  - storage facilities
- formats and content for:
  - catering proposals
  - operational plans used to manage the delivery of catering for an event or function
- potential risk management issues relating to delivery of catering products and services:
  - availability and reliability of equipment
  - beverage dispensing system safety
  - cooking and service times
  - customer preferences and inherent risks
  - food safety issues
  - impacts of bad weather conditions on catering delivery
  - potential non-delivery of supplies from unknown supplier
  - power sources and back-up options
  - problems with maintaining food quality and safety during storage, preparation and display at the event
  - product price fluctuations
  - requirement for public liability and other insurances
  - seasonal fluctuations in food prices
  - seasonal non-availability of food and beverage ingredients
  - size and availability of on-site food preparation and storage areas
  - venue access and impacts on food preparation to meet deadlines
- organisation-specific procedures relating to:

- food safety
- environmental management
- risk management.

## Assessment Conditions

Skills must be demonstrated in a hospitality or catering business operation for which catering proposals and plans are prepared and implemented. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- event and function venues where catering is provided
- sources of negotiated cost of supply:
  - tariffs
  - price lists
- organisational specifications:
  - food safety policies and procedures
  - environmental management procedures
  - purchase specifications
  - risk management procedures
  - supplier contracts
- computers, printers and software programs currently used by the hospitality and catering industry to prepare proposals and plans
- customers with whom the individual can interact; these can be:
  - customers in an industry workplace who interact with the individual during the assessment process
  - individuals who participate in role plays, simulated activities, or simulated events set up for the purpose of assessment in an operational context.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## SITHKOP007 Design and cost menus

### Modification History

Not applicable.

### Application

This unit describes the performance outcomes, skills and knowledge required to design profitable menus for all types of cuisines and food service styles. It requires the ability to identify target markets for the organisation, design menus to meet market preferences, price menu items and to monitor and evaluate the success of menu performance.

The unit applies to hospitality and catering organisations and to those people who operate independently and are responsible for making a range of operational and strategic decisions. This includes senior catering managers, sous, head and executive chefs.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### Pre-requisite Unit

Nil

### Competency Field

Kitchen Operations

### Unit Sector

Hospitality

### Elements and Performance Criteria

#### ELEMENTS

Elements describe the essential outcomes.

1. Evaluate market trends and identify target markets.

#### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Identify current customer market based on past and current sales performance.

- 1.2. Analyse current customer profile and food service preferences.
- 1.3. Source information on current and emerging food service trends and customer preferences.
- 1.4. Evaluate market trends for relevance to organisational service style and cuisine.
- 1.5. Identify target markets based on the nature and style of the operation.
2. Develop menus.
  - 2.1. Evaluate food service preferences of target markets and create menus to meet market needs and preferences.
  - 2.2. Develop menus to provide *balanced variety* of dishes for the style of cuisine.
  - 2.3. Generate a range of different, innovative and creative approaches and concepts to menu design.
  - 2.4. Plan and design menus and the sequence of menu items, according to cuisine requirements and conventions.
  - 2.5. Analyse *operational constraints* when designing menus.
3. Cost menus for profitability.
  - 3.1. Itemise proposed components of the included dishes.
  - 3.2. Calculate portion yields and costs from raw ingredients.
  - 3.3. Accurately calculate all *expenditure items* to determine net production costs of menu items.
  - 3.4. Determine required profit margin and calculate selling price.
  - 3.5. Assess cost-effectiveness and profitability of proposed dishes and choose menu items that provide high yield.
  - 3.6. Make reasonable cost adjustments to ensure price-competitive menus.
  - 3.7. Price menu items to ensure maximum profitability.
4. Write menu content.
  - 4.1. Write menus using terminology appropriate for the market and organisational service style.
  - 4.2. Follow required menu item naming conventions for the style of cuisine.
  - 4.3. Present sequence of service on printed menus.
  - 4.4. Use innovative descriptions that promote the sale of menu items.
5. Monitor menu performance.
  - 5.1. Monitor demand patterns for menu items.
  - 5.2. Seek ongoing feedback from staff and customers and use to improve menu performance.
  - 5.3. Analyse sales and profit performance of menu items.
  - 5.4. Adjust menus based on feedback and profitability.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| SKILLS                               | DESCRIPTION  |
|--------------------------------------|--|
| Reading skills to:                   | <ul style="list-style-type: none"> <li>read and interpret complex documents about food service trends, customer profiles and preferences, and market preferences.</li> </ul>   |
| Writing skills to:                   | <ul style="list-style-type: none"> <li>write comprehensive and creatively expressed menus and product descriptions to explain menu dishes and promote sales.</li> </ul>  |
| Numeracy skills to:                  | <ul style="list-style-type: none"> <li>interpret market statistics when calculating the cost of producing dishes for menus</li> <li>calculate mark-ups and selling price for profitability</li> <li>compare menu items based on their anticipated yield, budgetary constraints and profitability.</li> </ul> |
| Learning skills to:                  | <ul style="list-style-type: none"> <li>continually research and source complex information on current and emerging food service trends and synthesise this information for menu updates.</li> </ul>  |
| Problem-solving skills to:           | <ul style="list-style-type: none"> <li>consider all operational constraints and develop menus that can be realistically delivered by the organisation.</li> </ul>  |
| Initiative and enterprise skills to: | <ul style="list-style-type: none"> <li>initiate the development of new menus to meet changing customer demands.</li> </ul>   |
| Planning and organising skills to:   | <ul style="list-style-type: none"> <li>access and sort all information required for menu planning and to coordinate a timely and efficient menu development process.</li> </ul>  |
| Technology skills to:                | <ul style="list-style-type: none"> <li>use computers and software programs to cost and document menus.</li> </ul>  |

## Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

|   |  |
|---|--|
| <b>Balanced variety</b> must relate to different: | <ul style="list-style-type: none"> <li>colours</li> <li>cooking methods</li> <li>delicacies</li> <li>flavours</li> <li>nutritional values</li> </ul> |
|---|--|

*Operational constraints* must involve consideration of:

*Expenditure items* must involve consideration of:

- presentation
- seasonally available ingredients
- tastes
- textures.
- kitchen equipment
- seasonal availability of ingredients
- skill level of kitchen staff
- suitability of dishes for the season.
- ingredients
- labour
- operational costs of the business
- wastage.

## Unit Mapping Information

SITHKOP501 Design and cost menus

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>



# Assessment Requirements for SITHKOP007 Design and cost menus

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- source and evaluate information on current and emerging food service trends, customer preferences and target markets and use to inform menu design
- develop and cost at least six different menus from the following list of menu types based on the above information:
  - à la carte
  - buffet
  - degustation
  - ethnic
  - set
  - seasonal
  - table d'hôte
  - wine dinner
- evaluate success of the above menus by obtaining at least two of the following types of feedback:
  - customer satisfaction discussions with:
    - customers
    - employees during the course of each business day
  - customer surveys
  - improvements suggested by:
    - customers
    - managers
    - peers
    - staff
    - supervisors
    - suppliers
  - regular staff meetings that involve menu discussions
  - seeking staff suggestions for menu items
- develop the above menus within commercial time constraints, demonstrating:
  - current and emerging food service trends

- operating costs for hospitality and catering organisations
- methods and formulas for calculating portion yields and costs from raw ingredients
- methods for responding to feedback on menu items
- desired profit margins, mark-up procedures and rates.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- market research techniques for sourcing information on food service trends and market preferences
- range of current and emerging food service trends relating to:
  - contemporary eating habits
  - cultural and ethnic influences
  - major festivals and events
  - media influence
  - seasonal and popular influences
- sources of information on:
  - market statistics
  - customer profiles and preferences
- products and service styles that meet certain market requirements and, quality expectations
- current customer profile serviced
- competitors' current and proposed products and services
- financial operating costs for hospitality and catering organisations
- methods and formulas for calculating portion yields and costs from raw ingredients:
  - butcher's test
  - standard measures
  - standard yield tests
- desired profit margins, mark-up procedures and rates
- different types and styles of:
  - menus
  - food outlets
  - food service
- influence of seasonal products and commodities on menu content
- naming conventions and culinary terms for a variety of cuisines
- formats for and inclusions of menus presented to customers
- methods of assessing the popularity of menu items:
  - customer surveys
  - popularity index
  - sales data

- methods of analysing sales mix and profit performance of menu items:
  - menu engineering analysis.

## Assessment Conditions

Skills must be demonstrated in a commercial cookery or catering context where menus are designed or costed. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- commercial information:
  - financial data and budgets for the operation of a hospitality industry businesses
  - preferred supplier arrangements
  - purchase specifications
  - sources of negotiated cost of supply:
    - tariffs
    - price lists
- product information:
  - food preparation lists
  - menus for the variety of cuisines and service styles specified in the performance evidence
  - price lists
  - recipes
  - costs of food supply for food service businesses.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## **SITHKOP008 Select catering systems**

### **Modification History**

Not applicable.

### **Application**

This unit describes the performance outcomes, skills and knowledge required to evaluate and select an integrated production, distribution and service catering system to meet the food production needs of a catering organisation. It requires the ability to determine catering system requirements for the organisation, evaluate operational aspects of different catering systems, and select a catering system that suits the characteristics and needs of the organisation.

The unit applies to all hospitality and catering organisations that prepare and serve food. This includes restaurants, hotels, clubs, educational institutions, health establishments, defence forces, cafeterias, kiosks, cafes, residential caterers, in flight and other transport caterers, event and function caterers.

It applies to senior managers who operate with significant autonomy and who are responsible for making a range of strategic management decisions, including executive chefs and catering managers.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### **Pre-requisite Unit**

Nil

### **Competency Field**

Kitchen Operations

### **Unit Sector**

Hospitality

## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential outcomes.

1. Determine catering system requirements.

2. Evaluate catering systems.

3. Select catering system.

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1.1. Consult with key personnel and identify catering system requirements for the organisation.

1.2. Identify operational constraints that affect the type of system used.

1.3. Determine organisational system requirements based on analysis of *relevant factors*.

2.1. Evaluate food production characteristics of different systems.

2.2. Evaluate system processes and equipment for all stages of the food production process.

2.3. Analyse staffing requirements for specific systems and identify current and future staffing needs.

2.4. Identify installation requirements for systems and their operational impacts.

2.5. Identify and assess potential waste issues for effects on profitability.

2.6. Assess food hazard analysis and control points for different systems.

3.1. Analyse costs and benefits of different systems.

3.2. Complete overall assessment of production and organisational changes required to introduce particular systems.

3.3. Select a catering system that suits the characteristics and needs of the organisation.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

### SKILLS

### DESCRIPTION

Reading skills to:

- read and interpret detailed product specifications for different catering systems.

Numeracy skills to:

- calculate waste issues and impacts on profitability
- review complex financial information, and calculate costs of

- production and costs for installing a new system.
- Learning skills to:
- research product options for and suppliers of catering systems.
- Problem-solving skills to:
- analyse and evaluate all aspects of the organisation's catering operation and select a catering system that best suits its characteristics and needs.
- Planning and organising skills to:
- access and sort all information required to evaluate different catering systems and coordinate a timely and efficient selection process
  - identify organisational operational constraints and select a system to complement operations.

## Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

- Relevant factors* must involve consideration of one or more of the following:
- holding requirements
  - location of service points
  - production volume
  - type of menu and nutritional requirements

## Unit Mapping Information

SITHKOP502 Select catering systems

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITHKOP008 Select catering systems

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- evaluate the following catering systems for suitability for organisational requirements:
  - cook-chill for five day life
  - cook-chill for extended life
  - cook-freeze
  - fresh cook
- identify and assess organisational operational constraints and operating features when selecting the above appropriate systems.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- methods of cookery for all major food types
- methods for preserved and packaged foods
- for hospitality and catering organisations specified in the unit application, as well as for the specific organisation:
  - comprehensive details of all food production processes for:
    - receiving
    - mise en place
    - preparing or cooking
    - post-cooking storage
    - reconstitution
    - re-thermalisation
    - serving
    - storing
  - operational constraints that affect the type of system used:
    - facilities and equipment
    - financial resources
    - human resources (current skills and training needs)

- types of catering systems specified in the performance evidence and their food production characteristics for different production methods
- operating features of different catering systems:
  - installation requirements
  - staffing requirements
  - wastage rates and issues
  - critical control points in food preparation system where food hazards can be controlled.

## Assessment Conditions

Skills must be demonstrated in a hospitality or catering industry business operation for which a tailored catering system is selected. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- food safety and work health and safety (WHS) information relevant to operating catering systems
- operational information about food production processes for commercial caterers
- product specifications for a range of integrated catering systems
- key personnel with whom the individual can interact; these can be:
  - staff in an industry workplace who interact with the individual during the assessment process
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment in an operational context.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>



## SITHPAT001 Produce cakes

### Modification History

Not applicable.

### Application

This unit describes the performance outcomes, skills and knowledge required to produce cakes and sponges following standard recipes. It requires the ability to select, prepare and portion ingredients and to use equipment and a range of cookery methods to make and decorate cakes and sponges.

It does not include making specialised cakes, which is covered in SITHPAT002 Produce gateaux, torten and cakes.

The unit applies to hospitality and catering organisations that produce and serve specialist patisserie products, including hotels, restaurants and patisseries.

It applies to patissiers who usually work under the guidance of more senior chefs.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### Pre-requisite Unit

SITXFSA001 Use hygienic practices for food safety

### Competency Field

Patisserie

### Unit Sector

Hospitality

### Elements and Performance Criteria

| <b>ELEMENTS</b> | <b>PERFORMANCE CRITERIA</b> |
|-----------------|-----------------------------|
|-----------------|-----------------------------|

| Elements describe the essential outcomes. | Performance criteria describe the performance needed to demonstrate achievement of the element.  |
|---|--|
| 1. Select ingredients.                    | 1.1. Confirm food production requirements from food preparation list and standard recipes.<br>1.2. Calculate ingredient amounts according to requirements.<br>1.3. Identify and select ingredients from stores according to recipe, quality, freshness and stock rotation requirements.  |
| 2. Select, prepare and use equipment.     | 2.1. Select type and size of equipment suitable to requirements.<br>2.2. Safely assemble and ensure cleanliness of equipment before use.<br>2.3. Use equipment safely and hygienically according to manufacturer instructions.   |
| 3. Portion and prepare ingredients.       | 3.1. Sort and assemble ingredients according to food production sequencing.<br>3.2. Weigh and measure wet and dry ingredients according to the recipe and quantity of cakes required.<br>3.3. Minimise waste to maximise profitability of cakes produced.  |
| 4. Cook cakes and sponges.                | 4.1. Following standard recipes, use cookery methods for cakes, sponges and fillings to achieve desired product characteristics.<br>4.2. Make <b>food quality adjustments</b> within scope of responsibility.<br>4.3. Select baking conditions and required oven temperature and bake cakes.<br>4.4. Cool cakes and sponges in appropriate conditions to retain optimum freshness and product characteristics.   |
| 5. Decorate, present and store cakes.     | 5.1. Enhance appearance and taste of cakes using suitable fillings, icings and decorations, according to standard recipes.<br>5.2. Apply icing to ensure a smooth and seamless finish.<br>5.3. Visually evaluate cakes and <b>adjust presentation</b> before displaying.<br>5.4. Use suitable service-ware to attractively present cakes according to organisational standards.<br>5.5. Display cakes in appropriate conditions to retain optimum freshness and product characteristics.<br>5.6. Store cakes in appropriate <b>environmental conditions</b> .<br>5.7. Clean work area, and dispose of or store surplus and re-usable by-products according to organisational procedures, environmental considerations, and cost-reduction initiatives. |

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance

criteria are listed here, along with a brief context statement.

| SKILLS                             | DESCRIPTION   |
|------------------------------------|---|
| Reading skills to:                 | <ul style="list-style-type: none"> <li>locate information in food preparation lists and standard recipes to determine preparation requirements</li> <li>locate and read date code and stock rotation labels.</li> </ul>                                     |
| Writing skills to:                 | <ul style="list-style-type: none"> <li>write notes on recipe requirements and calculations.</li> </ul>  |
| Numeracy skills to:                | <ul style="list-style-type: none"> <li>determine cooking times and temperatures suitable to the type of cakes being prepared.</li> </ul>  |
| Problem-solving skills to:         | <ul style="list-style-type: none"> <li>evaluate quality of ingredients and finished cakes, and make adjustments to ensure a quality product</li> <li>adjust taste, texture and appearance of food products according to identified deficiencies.</li> </ul> |
| Planning and organising skills to: | <ul style="list-style-type: none"> <li>efficiently sequence the stages involved in preparing and producing cakes and fillings.</li> </ul>   |
| Self-management skills to:         | <ul style="list-style-type: none"> <li>manage own speed, timing and productivity.</li> </ul>  |

## Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

***Food quality adjustments*** must involve consideration of factors relating to:

- ratio of wet to dry ingredients
- taste
- temperature
- texture.

***Adjusting presentation*** must involve consideration of:

- fillings, icings and decorations to maximise visual appeal:
  - balance
  - colour
  - contrast
- plating food for practicality of:
  - customer consumption
  - service
- wiping drips and spills.

***Environmental conditions*** must ensure

- humidity

appropriate:

- light
- packaging
- temperature
- use of containers
- ventilation.

## Unit Mapping Information

SITHPAT301 Produce cakes

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITHPAT001 Produce cakes

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- follow classical and contemporary standard recipes to produce and decorate each of the following types of cakes and sponges:
  - basic aerated sponges
  - fruit cakes
  - Genoise sponges
  - Madeira cakes
  - Swiss rolls
- use at least five of the following fillings when producing the above cakes and sponges:
  - creams
  - custard
  - fresh and crystallised fruit
  - fruit purées
  - jams
  - mousse
  - nuts
- use at least five of the following decorations when producing the above cakes and sponges:
  - chocolate
  - coloured and flavoured sugar
  - fresh, preserved or crystallised fruits
  - fruit purées
  - glazes and jellies
  - icings
  - sprinkled icing sugar
  - whole or crushed nuts
- use appropriate preparation and cookery methods from the list in the knowledge evidence when producing the above cakes and sponges
- produce above cakes and sponges:
  - that are consistent in quality, size, shape and appearance
  - within commercial time constraints

- reflecting required quantities to be produced
- following procedures for portion control and food safety practices when handling and storing cakes and sponges
- responding to special customer requests and dietary requirements.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- culinary terms and trade names for:
  - ingredients commonly used to produce cakes and sponges
  - classical and contemporary cakes and sponges specified in the Performance Evidence
- contents of stock date codes and rotation labels
- cookery methods used when producing cakes, sponges and fillings:
  - adding fats and liquids to dry ingredients
  - preparing and using pre-bake finishes and decorations
  - selecting and preparing appropriate cake tins and moulds
  - stirring and aerating to achieve required consistency and texture
  - using required amount of batter according to desired characteristics of finished products
  - weighing or measuring and sifting dry ingredients
  - whisking, folding, piping and spreading
- expected product characteristics of the classical and contemporary cakes and sponges specified in the performance evidence:
  - appearance
  - colour
  - consistency
  - moisture content
  - shape
  - size
  - taste
  - texture
- historical and cultural derivations of a variety of cakes and sponges
- appropriate baking temperatures and cooking times for cakes, sponges and fillings specified in the Performance Evidence
- indicators of freshness and quality of stocked ingredients for cakes and sponges
- mise en place requirements for producing cakes, sponges and fillings
- appropriate environmental conditions for storing cakes and sponges and re-usable by-products of their preparation to:
  - ensure food safety
  - optimise shelf life

- safe operational practices using essential functions and features of equipment used to produce cakes and sponges.

## Assessment Conditions

Skills must be demonstrated in an operational pastry kitchen; this can be:

- an industry workplace
- a simulated industry environment such as a training kitchen servicing customers.

Assessment must ensure access to:

- fixtures and large equipment:
  - commercial grade work benches (1.5 m/person)
  - commercial cake mixer and attachments:
    - dough hook
    - paddle
    - whisk
  - commercial refrigeration and freezer unit with shelving
  - double sinks
  - gas or electric stove tops
  - industrial strength food processor
  - marble bench or slab
  - ovens with timer and trays:
    - convection
    - deck
    - microwave
  - pastry/dough break
  - proofer
  - storage facilities:
    - shelving
    - trays
- small equipment:
  - acetate plastic sheets, baking sheets/paper, parchment paper and silicon paper
  - beaters
  - blenders
  - bowl cutters
  - cake bases, stands and platforms
  - cake tins with:
    - fixed base in a range of shapes
    - loose bottom
  - cake moulds

- cake wheels
- cutting boards
- cutting implements for nuts and fruits
- food handler gloves
- fluted and plain flan rings and cutter
- graters
- juicers
- knives:
  - large serrated cake knives
- ladles in a variety of sizes
- measurers:
  - metric calibrated measuring jugs
- mixers
- oven mitts
- pastry brushes
- pastry cutters and shapes
- piping bags and attachments
- portion control scoops and markers
- presentation equipment:
  - cake boards
  - cake boxes
  - cake stands:
    - multi-tier
    - clear cover
  - doilies
  - mirrors
  - platters
  - refrigerated cake display cases or towers
- service-ware:
  - platters, dishes, and bowls
  - serving tongs and trowels
- small utensils:
  - flour and drum sieves
  - strainers and chinois
  - spatulas
  - whisks:
    - fine stainless steel wire
    - coarse stainless steel wire
- range of saucepans and pots for small and large production
- saccharometer



- salamander
- scales (1 gram increments)
- sets of stainless steel bowls
- silicon mats
- spoons:
  - wooden spoons
  - large plain and slotted metal spoons
- storage containers and trays
- wire cooling racks
- diverse and comprehensive range of commercial ingredients for the cakes and sponges specified in the performance evidence
- cleaning materials and equipment:
  - cleaning cloths
  - commercial cleaning and sanitising agents and chemicals for cleaning commercial kitchens, equipment and food storage areas
  - dustpans and brooms
  - garbage bins and bags
  - hand towel dispenser and hand towels
  - mops and buckets
  - separate hand basin and antiseptic liquid soap dispenser for hand washing
  - sponges, brushes and scourers
  - tea towels
- organisational specifications:
  - equipment manufacturer instructions
  - current commercial stock control procedures and documentation for ordering, monitoring and maintaining stock
  - food preparation lists
  - mise en place lists, menus, standard recipes, and recipes for special dietary requirements
  - ordering and docketing paperwork
  - food safety plans
  - guidelines relating to food disposal, storage and presentation requirements
  - safety data sheets (SDS) for cleaning agents and chemicals
- industry realistic ratios of kitchen staff to customers; these can be:
  - staff and customers in an industry workplace during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## SITHPAT002 Produce gateaux, torten and cakes

### Modification History

Not applicable.

### Application

This unit describes the performance outcomes, skills and knowledge required to use standard recipes to produce specialised cakes that require finish, decoration and presentation of a high order. It requires the ability to select, prepare and portion ingredients, and to use equipment and a range of cookery methods to make, fill, assemble and decorate specialised cakes.

The making of basic cakes is covered in SITHPAT001 Produce cakes.

Specialised cakes include sponges, gateaux, torten, sweet pastes and meringues. This unit applies to hospitality and catering organisations that produce and serve specialised patisserie products, including hotels, restaurants and patisseries.

The unit applies to patissiers who usually work under the guidance of more senior chefs.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### Pre-requisite Unit

SITXFSA001 Use hygienic practices for food safety

### Competency Field

Patisserie

### Unit Sector

Hospitality

### Elements and Performance Criteria

| <b>ELEMENTS</b> | <b>PERFORMANCE CRITERIA</b> |
|-----------------|-----------------------------|
|-----------------|-----------------------------|

| Elements describe the essential outcomes. | Performance criteria describe the performance needed to demonstrate achievement of the element.  |
|---|--|
| 1. Select ingredients.                    | 1.1.Confirm food production requirements from food preparation list and standard recipes.<br>1.2.Calculate ingredient amounts according to requirements.<br>1.3.Identify and select ingredients from stores according to recipe, quality, freshness and stock rotation requirements.   |
| 2. Select, prepare and use equipment.     | 2.1.Select type and size of equipment suitable to requirements.<br>2.2.Safely assemble and ensure cleanliness of equipment before use.<br>2.3.Use equipment safely and hygienically according to manufacturer instructions.  |
| 3. Portion and prepare ingredients.       | 3.1.Sort and assemble ingredients according to food production sequencing.<br>3.2.Weigh and measure wet and dry ingredients according to the recipe and quantity of cakes required.<br>3.3.Minimise waste to maximise profitability of cakes produced.   |
| 4. Cook specialised cakes.                | 4.1.Following recipes, use cookery methods for specialised cakes and fillings to achieve desired product characteristics.<br>4.2.Make <b>food quality adjustments</b> within scope of responsibility.<br>4.3.Select baking conditions, required oven temperature and bake cakes.<br>4.4.Cool cakes in appropriate conditions to retain optimum freshness and product characteristics.  |
| 5. Fill specialised cakes.                | 5.1.Slice or layer cakes, and fill and assemble, according to standard recipe specifications.<br>5.2.Mask cakes to achieve even, straight and smooth surfaces.   |
| 6. Decorate specialised cakes.            | 6.1.Ice and decorate cakes, according to standard recipes, using designs suited to the product and occasion.<br>6.2.Apply icing to ensure a smooth and seamless finish.<br>6.3.Visually evaluate cakes and <b>adjust presentation</b> before displaying.<br>6.4.Mark, score or cut portion controlled cakes evenly and neatly to maximise yield and profitability of cakes produced.   |
| 7. Present and store specialised cakes.   | 7.1.Use suitable service-ware to attractively present cakes according to organisational standards.<br>7.2.Display cakes in appropriate conditions to retain optimum freshness and product characteristics.<br>7.3.Store cakes in appropriate <b>environmental conditions</b> .<br>7.4.Clean work area, and dispose of or store surplus and re-usable by-products according to organisational procedures, environmental considerations, and cost-reduction initiatives. |

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| SKILLS                             | DESCRIPTION  |
|------------------------------------|--|
| Reading skills to:                 | <ul style="list-style-type: none"> <li>locate information in food preparation lists and recipes to determine preparation requirements</li> <li>locate and read date code and stock rotation labels.</li> </ul> |
| Writing skills to:                 | <ul style="list-style-type: none"> <li>write notes on recipe requirements, client preferences and ingredient calculations.</li> </ul>  |
| Oral communication skills to:      | <ul style="list-style-type: none"> <li>express opinion about cake design, advising on most appropriate cake selection and ingredients.</li> </ul>  |
| Numeracy skills to:                | <ul style="list-style-type: none"> <li>determine cooking times and temperatures suitable to the type of cakes being prepared.</li> </ul>   |
| Problem-solving skills to:         | <ul style="list-style-type: none"> <li>adjust taste, texture and appearance of food products according to identified deficiencies.</li> </ul>  |
| Planning and organising skills to: | <ul style="list-style-type: none"> <li>efficiently sequence the stages of food preparation and production.</li> </ul>  |
| Self-management skills to:         | <ul style="list-style-type: none"> <li>manage own speed, timing and productivity.</li> </ul>   |

## Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

***Food quality adjustments*** must involve consideration of factors relating to:

- ratio of wet to dry ingredients
- taste
- temperature
- texture.

***Adjusting presentation*** must involve consideration of:

- fillings, icings and decorations to maximise visual appeal:
  - balance
  - colour

*Environmental conditions* must ensure appropriate:

- contrast
- plating food for practicality of:
  - customer consumption
  - service
- wiping drips and spills.
- atmosphere
- humidity
- light
- packaging
- temperature
- use of containers
- ventilation.

## Unit Mapping Information

SITHPAT302 Produce gateaux, torten and cakes

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITHPAT002 Produce gateaux, torten and cakes

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- follow classical and contemporary recipes to produce at least five different types of specialised cakes from the following list:
  - cakes and sponges used as bases
  - commercial sponges
  - croquembouche
  - gateaux
  - macarons
  - novelty cakes
  - Saint Honoré
  - sponge fingers
  - torten
  - special occasion cakes, such as wedding or birthday cakes or those for specific cultural or religious occasions
- use at least five of the following fillings when producing the above specialised cakes:
  - cheese
  - creams
  - custard
  - fresh or crystallised fruit
  - jams
  - meringues
  - mousse
  - nuts
  - sweet pastes
- use at least five of the following decorations when producing the above specialised cakes:
  - chocolate
  - coloured and flavoured sugar
  - fresh, preserved or crystallised fruits
  - glazes and jellies
  - icings

- marzipan coatings
- sprinkled icing sugar
- whole or crushed nuts
- use appropriate preparation and cookery methods from the list in the knowledge evidence when producing the above specialised cakes
- produce above specialised cakes for at least three different customers:
  - that are consistent in quality, size, shape and appearance
  - within commercial time and cost constraints and deadlines
  - reflecting required quantities to be produced
  - following procedures for portion control and food safety practices when handling and storing gateaux, torten and cakes
  - responding to special customer requests and dietary requirements.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- culinary terms and trade names for:
  - ingredients commonly used to produce specialised cakes
  - classical and contemporary specialised cakes specified above in the performance evidence
- contents of stock date codes and rotation labels
- cookery methods used when producing specialised cakes:
  - adding fats and liquids to dry ingredients
  - preparing and using pre-bake finishes and decorations
  - selecting and preparing appropriate cake tins and moulds
  - stirring and aerating to achieve required consistency and texture
  - using required amount of batter according to desired characteristics of finished products
  - weighing or measuring and sifting dry ingredients
  - whisking, folding, piping and spreading
- expected product characteristics of a variety of the classical and contemporary specialised cakes specified in the performance evidence:
  - appearance
  - colour
  - consistency
  - crumb structure
  - moisture content
  - shape
  - taste
  - texture



- appropriate baking temperatures and cooking times for specialised cakes and fillings
- decoration techniques for specialised cakes:
  - fine icing techniques
  - cigarette paste decoration techniques
- indicators of freshness and quality of stocked ingredients for specialised cakes
- mise en place requirements for producing specialised cakes and fillings
- appropriate environmental conditions for storing gateaux, torten and cakes and re-usable by-products of their preparation to:
  - ensure food safety
  - optimise shelf life
- safe operational practices using essential functions and features of equipment used to produce specialised cakes.

## Assessment Conditions

Skills must be demonstrated in an operational pastry kitchen. This can be:

- an industry workplace
- a simulated industry environment, such as a training kitchen servicing customers.

Assessment must ensure access to:

- fixtures and large equipment:
  - commercial grade work benches (1.5 m/person)
  - commercial cake mixer and attachments:
    - dough hook
    - paddle
    - whisk
  - commercial refrigeration and freezer unit with shelving
  - double sinks with hot and cold water
  - gas or electric stove tops
  - industrial strength food processor
  - marble bench or slab
  - ovens with timer and trays:
    - convection
    - deck
    - microwave
  - storage facilities:
    - shelving
    - trays
- small equipment:
  - acetate plastic sheets, baking sheets/paper, parchment paper and silicon paper

- beaters
- blenders
- bowl cutters
- cutting boards
- cutting implements for fruit and nuts
- food handler gloves
- fluted and plain flan rings and cutter
- graters
- juicers
- knives:
  - large serrated cake knives
- ladles in a variety of sizes
- measurers:
  - metric calibrated measuring jugs
- mixers
- oven mitts
- pastry brushes
- pastry cutters and shapes
- piping bags and attachments
- portion control scoops and markers
- probe thermometer
- service-ware:
  - platters, dishes, and bowls
  - serving tong and trowels
- small utensils:
  - flour and drum sieves
  - strainers and chinois
  - spatulas
  - whisks:
    - fine stainless steel wire
    - coarse stainless steel wire
- range of saucepans and pots for small and large production
- saccharometer
- scales (1 gram increments)
- service-ware:
  - platters, dishes, and bowls
  - serving utensils
- silicon mats
- serving tongs and trowels
- sets of stainless steel bowls

- spoons:
  - wooden spoons
  - large plain and slotted metal spoons
- storage containers and trays
- wire cooling racks
- specific equipment for producing gateaux, torten and cakes:
  - icing and decorating equipment:
    - crimper
    - decorative combs
    - fine icing sugar sieves
    - fine piping tubes
    - matfer-type stencils
  - presentation equipment:
    - cake bases
    - cake boards for individual and large gateaux
    - cake boxes
    - cake platforms
    - cake stands:
      - multi-tier
      - clear cover
    - doilies
    - gateaux serving tongs and trowels
    - mirrors
    - platters
    - refrigerated cake display cases or towers
  - specialised cake tins, rings and moulds:
    - croquembouche mould
    - D-shape cake log forms
    - fixed base and loose bottom in a range of shapes
    - form cake rings for individual petits gateaux
    - novelty cake tins and forms
    - silicon moulds for individual petits gateaux
- diverse and comprehensive range of commercial ingredients for the gateaux, torten and cakes specified in the performance evidence
- designs for sugar-based decorations for cakes and desserts
- cleaning materials and equipment:
  - cleaning cloths
  - commercial cleaning and sanitising agents and chemicals for cleaning commercial kitchens, equipment and food storage areas
  - dustpans and brooms

- garbage bins and bags
- hand towel dispenser and hand towels
- mops and buckets
- separate hand basin and antiseptic liquid soap dispenser for hand washing
- sponges, brushes and scourers
- tea towels
- organisational specifications:
  - equipment manufacturer instructions
  - current commercial stock control procedures and documentation for ordering, monitoring and maintaining stock
  - food preparation lists
  - mise en place lists, menus, standard recipes, and recipes for special dietary requirements
  - ordering and docketing paperwork
  - food safety plans
  - guidelines relating to food disposal, storage and presentation requirements
  - safety data sheets (SDS) for cleaning agents and chemicals
- industry realistic ratios of kitchen staff to customers; these can be:
  - staff and customers in an industry workplace during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## SITHPAT003 Produce pastries

### Modification History

Not applicable.

### Application

This unit describes the performance outcomes, skills and knowledge required to produce pastries and pastry products following standard recipes. It requires the ability to select, prepare and portion ingredients and to use equipment and a range of cookery methods to make, fill and decorate pastries.

The unit applies to hospitality and catering organisations that produce and serve specialised patisserie products, including hotels, restaurants and patisseries.

It applies to patissiers who usually work under the guidance of more senior chefs.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### Pre-requisite Unit

SITXFSA001 Use hygienic practices for food safety

### Competency Field

Patisserie

### Unit Sector

Hospitality

### Elements and Performance Criteria

#### ELEMENTS

Elements describe the essential outcomes.

#### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Select ingredients.
  - 1.1. Confirm food production requirements from food preparation list and standard recipes.
  - 1.2. Calculate ingredient amounts according to requirements.
  - 1.3. Identify and select ingredients from stores according to recipe, quality, freshness and stock rotation requirements.
2. Select, prepare and use equipment.
  - 2.1. Select type and size of equipment suitable to requirements.
  - 2.2. Safely assemble and ensure cleanliness of equipment before use.
  - 2.3. Use equipment safely and hygienically according to manufacturer instructions.
3. Portion and prepare ingredients.
  - 3.1. Sort and assemble ingredients according to food production sequencing.
  - 3.2. Weigh and measure wet and dry ingredients according to the recipe and quantity of pastries required.
  - 3.3. Minimise waste to maximise profitability of pastries produced.
4. Cook pastries.
  - 4.1. Prepare pastes to standard recipes.
  - 4.2. Use cookery methods for pastries and fillings to achieve desired product characteristics.
  - 4.3. Make **food quality adjustments** within scope of responsibility.
  - 4.4. Select baking conditions, required oven temperature and bake pastries.
  - 4.5. Cool pastries in appropriate conditions to retain optimum freshness and product characteristics.
5. Decorate, present and store pastry products.
  - 5.1. Enhance appearance and taste of pastries using suitable fillings, icings and decorations, according to standard recipes.
  - 5.2. Visually evaluate pastries and **adjust presentation** before displaying.
  - 5.3. Use suitable service-ware to attractively present pastries according to organisational standards.
  - 5.4. Display pastries in appropriate conditions to retain optimum freshness and product characteristics.
  - 5.5. Store pastries in appropriate **environmental conditions**.
  - 5.6. Clean work area, and dispose of or store surplus and re-usable by-products according to organisational procedures, environmental considerations, and cost-reduction initiatives.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

**SKILLS****DESCRIPTION**

|                                    |   |
|------------------------------------|---|
| Reading skills to:                 | <ul style="list-style-type: none"> <li>locate information in food preparation lists and standard recipes to determine preparation requirements</li> <li>locate and read date code and stock rotation labels.</li> </ul> |
| Writing skills to:                 | <ul style="list-style-type: none"> <li>write notes on recipe requirements and calculations.</li> </ul>  |
| Numeracy skills to:                | <ul style="list-style-type: none"> <li>determine cooking times and temperatures suitable to the type of pastries being prepared.</li> </ul>   |
| Problem-solving skills to:         | <ul style="list-style-type: none"> <li>adjust taste, texture and appearance of food products according to identified deficiencies.</li> </ul>   |
| Planning and organising skills to: | <ul style="list-style-type: none"> <li>efficiently sequence the stages of food preparation and production.</li> </ul>   |
| Self-management skills to:         | <ul style="list-style-type: none"> <li>manage own speed, timing and productivity.</li> </ul>  |

**Range of Conditions**

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

***Food quality adjustments*** must involve consideration of factors relating to:

- ratio of wet to dry ingredients
- taste
- temperature
- texture.

***Adjusting presentation*** must involve consideration of:

- fillings, icings and decorations to maximise visual appeal:
  - balance
  - colour
  - contrast
- plating food for practicality of:
  - customer consumption
  - service
- wiping drips and spills.

***Environmental conditions*** must ensure appropriate:

- atmosphere
- humidity
- light

- packaging
- temperature
- use of containers
- ventilation.

## Unit Mapping Information

SITHPAT303 Produce pastries

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>



# Assessment Requirements for SITHPAT003 Produce pastries

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- follow classical and contemporary standard recipes to produce, fill and decorate at least one pastry or pastry product from each of the following five main categories:
  - short and sweet paste:
    - flartlets
  - Scotch shortbread:
    - Viennese wafers
    - Linzer and other slices
    - savoury and sweet pies
  - choux paste:
    - cream puffs
    - éclairs
    - Paris-Brest
    - profiteroles
  - puff paste:
    - milles feuilles
    - palmiers
    - quiches
    - gâteaux pithiviers
    - bouchées
    - cream horns
  - filo or strudel
- use at least two of the following sweet and two of the following savoury fillings when preparing the above pastries:
  - sweet fillings:
    - cheese
    - chocolate
    - cream
    - custard
    - fresh or crystallised fruit and fruit purées
    - meringue

- whole or crushed nuts
- savoury fillings:
  - bacon
  - cheese
  - fish
  - ham
  - meat
  - poultry
  - vegetables
- use at least five of the following decorations when producing the above pastries or pastry products:
  - fresh, preserved or crystallised fruits
  - glazes
  - icings
  - jellies
  - sprinkled icing sugar
  - whole or crushed nuts
- use preparation and cookery methods from the list in the knowledge evidence when producing the above pastries and pastry products
- produce above pastries or pastry products:
  - that are consistent in quality, size, shape and appearance
  - within commercial time and cost constraints and deadlines
  - reflecting required quantities to be produced
  - following procedures for portion control and food safety practices when handling and storing pastries and pastry products
  - responding to special customer requests and dietary requirements.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- culinary terms and trade names for:
  - ingredients commonly used to produce pastries and pastry products
  - classical and contemporary pastries and pastry products specified above in the performance evidence
- contents of stock date codes and rotation labels
- cookery methods used when producing pastries and pastry products:
  - adding fats and liquids to dry ingredients
  - chilling ingredients and work surfaces
  - cutting and moulding
  - kneading and handling

- preparing and using fillings
- preparing and using pre-bake and post-bake finishes and decorations
- resting
- rolling
- stirring and aerating to achieve required consistency and texture
- weighing or measuring and sifting dry ingredients
- whisking, folding, piping and spreading
- expected product characteristics of the classical and contemporary pastries and pastry products specified in the performance evidence:
  - appearance
  - colour
  - consistency
  - crust stability
  - crust structure
  - moisture content
  - shape
  - taste
  - texture
- historical and cultural derivations of a variety of pastries and pastry products
- appropriate baking temperatures and cooking times for pastries, pastry products and fillings
- indicators of freshness and quality of stocked ingredients for pastries and pastry products
- mise en place requirements for producing pastries, pastry products and fillings
- appropriate environmental conditions for storing pastries and re-usable by-products of their preparation to:
  - ensure food safety
  - optimise shelf life
- safe operational practices using essential functions and features of equipment used to produce pastries and pastry products.

## Assessment Conditions

Skills must be demonstrated in an operational pastry kitchen. This can be:

- an industry workplace
- a simulated industry environment, such as a training kitchen servicing customers.

Assessment must ensure access to:

- fixtures and large equipment:
  - commercial grade work benches (1.5 m/person)
  - commercial cake mixer and attachments:

- dough hook
- paddle
- whisk
- commercial refrigeration and freezer unit with shelving
- double sinks with hot and cold water
- gas or electric stove tops
- industrial strength food processor
- marble bench or slab
- ovens with timer and trays:
  - convection
  - deck
  - microwave
- pastry/dough break
- proofer
- storage facilities:
  - shelving
  - trays
- small equipment:
  - acetate plastic sheets, baking sheets/paper, parchment paper and silicon paper
  - beaters
  - blenders
  - bowl cutters
  - cutting boards
  - cutting implements for nuts and fruits
  - food handler gloves
  - fluted and plain flan rings and cutter
  - graters
  - juicers
  - knives:
    - large serrated cake knives
  - ladles in a variety of sizes
  - measurers:
    - metric calibrated measuring jugs
  - mixers
  - moulds and shapes
  - oven mitts
  - pastry brushes
  - pastry cutters and shapes
  - piping bags and attachments
  - portion control scoops and markers

- presentation equipment:
  - cake boards
  - cake boxes
  - cake stands:
    - multi-tier
    - clear cover
  - doilies
  - mirrors
  - platters
  - refrigerated cake display cases or towers
- service-ware:
  - platters, dishes, and bowls
  - serving tongs and trowels
- small utensils:
  - flour and drum sieves
  - strainers and chinois
  - spatulas
  - whisks:
    - fine stainless steel wire
    - coarse stainless steel wire
- range of saucepans and pots for small and large production
- saccharometer
- salamander
- scales (1 gram increments)
- silicon mats
- sets of stainless steel bowls
- spoons:
  - wooden spoons
  - large plain and slotted metal spoons
- storage containers and trays
- wire cooling racks
- diverse and comprehensive range of commercial ingredients for the pastries and pastry products specified in the performance evidence
- cleaning materials and equipment:
  - cleaning cloths
  - commercial cleaning and sanitising agents and chemicals for cleaning commercial kitchens, equipment and food storage areas
  - dustpans and brooms
  - garbage bins and bags
  - hand towel dispenser and hand towels

- mops and buckets
- separate hand basin and antiseptic liquid soap dispenser for hand washing
- sponges, brushes and scourers
- tea towels
- organisational specifications:
  - equipment manufacturer instructions
  - current commercial stock control procedures and documentation for ordering, monitoring and maintaining stock
  - food preparation lists
  - mise en place lists, menus, standard recipes, and recipes for special dietary requirements
  - ordering and docketing paperwork
  - food safety plans
  - guidelines relating to food disposal, storage and presentation requirements
  - safety data sheets (SDS) for cleaning agents and chemicals
- industry realistic ratios of kitchen staff to customers; these can be:
  - staff and customers in an industry workplace during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# SITHPAT004 Produce yeast-based bakery products

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to produce yeast-based bakery products following standard recipes. It requires the ability to select, prepare and portion ingredients and to use equipment and a range of cookery methods to make and decorate sweet and savoury breads, rolls, buns and yeast raised pastries.

The unit applies to hospitality and catering organisations that produce and serve specialist patisserie products, including hotels, restaurants and patisseries.

It applies to patissiers who usually work under the guidance of more senior chefs.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## Pre-requisite Unit

SITXFSA001 Use hygienic practices for food safety

## Competency Field

Patisserie

## Unit Sector

Hospitality

## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential outcomes.

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Select ingredients.
  - 1.1. Confirm food production requirements from food preparation list and standard recipes.
  - 1.2. Calculate ingredient amounts according to requirements.
  - 1.3. Identify and select ingredients from stores according to recipe, quality, freshness and stock rotation requirements.
2. Select, prepare and use equipment.
  - 2.1. Select type and size of equipment suitable to requirements.
  - 2.2. Safely assemble and ensure cleanliness of equipment before use.
  - 2.3. Use equipment safely and hygienically according to manufacturer instructions.
3. Portion and prepare ingredients.
  - 3.1. Sort and assemble ingredients according to food production sequencing.
  - 3.2. Weigh and measure wet and dry ingredients according to the recipe and quantity of yeast goods required.
  - 3.3. Minimise waste to maximise profitability of yeast-based bakery products produced.
4. Prepare yeast-based doughs.
  - 4.1. Prepare yeast-based doughs to correct consistency and shape and according to standard recipes.
  - 4.2. Prove products according to specified temperature and other conditions.
5. Cook yeast-based products.
  - 5.1. Use cookery methods for yeast-based bakery products and fillings to achieve desired product characteristics.
  - 5.2. Make **food quality adjustments** within scope of responsibility.
  - 5.3. Select baking conditions, required oven temperature and bake yeast-based bakery products.
  - 5.4. Cool yeast-based bakery products in appropriate conditions to retain optimum freshness and product characteristics.
6. Decorate, present and store yeast-based products.
  - 6.1. Enhance appearance and taste of yeast-based bakery products using suitable fillings, icings and decorations, according to standard recipes.
  - 6.2. Visually evaluate yeast-based bakery products and **adjust presentation**.
  - 6.3. Use suitable service-ware to attractively present yeast-based bakery products according to organisational standards.
  - 6.4. Display yeast-based bakery products in appropriate conditions to retain optimum freshness and product characteristics.
  - 6.5. Store yeast-based bakery products in appropriate **environmental conditions**.
  - 6.6. Clean work area, and dispose of or store surplus and re-usable by-products according to organisational procedures, environmental considerations, and cost-reduction initiatives.



## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| <b>SKILLS</b>                      | <b>DESCRIPTION</b>  |
|------------------------------------|---|
| Reading skills to:                 | <ul style="list-style-type: none"> <li>• locate information in food preparation lists and standard recipes to determine preparation requirements</li> <li>• locate and read date code and stock rotation labels.</li> </ul> |
| Writing skills to:                 | <ul style="list-style-type: none"> <li>• write notes on recipe requirements and calculations.</li> </ul>  |
| Numeracy skills to:                | <ul style="list-style-type: none"> <li>• determine cooking times and temperatures suitable to the type of bakery products being prepared.</li> </ul>  |
| Problem-solving skills to:         | <ul style="list-style-type: none"> <li>• adjust taste, texture and appearance of food products according to identified deficiencies.</li> </ul>   |
| Planning and organising skills to: | <ul style="list-style-type: none"> <li>• efficiently sequence the stages of food preparation and production.</li> </ul>   |
| Self-management skills to:         | <ul style="list-style-type: none"> <li>• manage own speed, timing and productivity.</li> </ul>  |

## Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

***Food quality adjustments*** must involve consideration of factors relating to:

- ratio of wet to dry ingredients
- taste
- temperature
- texture.

***Adjusting presentation*** must involve consideration of:

- fillings, icings and decorations to maximise visual appeal:
  - balance
  - colour
  - contrast
- plating food for practicality of:
  - customer consumption
  - service

*Environmental conditions* must ensure appropriate:

- wiping drips and spills.
- atmosphere
- humidity
- light
- packaging
- temperature
- use of containers
- ventilation.

## Unit Mapping Information

SITHPAT304 Produce yeast based bakery products

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITHPAT004 Produce yeast-based bakery products

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- follow standard recipes to produce and decorate sweet and savoury yeast-based bakery products that include at least three from each of these two main categories:
  - breads and buns:
    - baguettes
    - Bath buns
    - bread rolls
    - dinner rolls
    - hot cross buns
    - speciality breads
  - yeast raised pastries:
    - Danish pastries
    - croissants
    - brioche
    - kuchen
    - babas
    - savarins
- use at least six different fillings from the following list, including at least two sweet and two savoury fillings, when producing the above yeast-based bakery products:
  - sweet fillings:
    - cheese
    - chocolate
    - cream: butter or fresh
    - custard
    - frangipane
    - ganache
    - fresh or crystallised fruit
    - jam
  - savoury fillings:
    - bacon

- cheese
- fish
- ham
- meat
- poultry
- vegetables
- spices
- whole or crushed nuts
- use appropriate preparation and cookery methods from the list in the knowledge evidence when producing the above yeast-based bakery products
- prepare above yeast-based bakery products:
  - that are consistent in quality, size, shape and appearance
  - within commercial time and cost constraints and deadlines
  - reflecting required quantities to be produced
  - following procedures for portion control and food safety practices when handling and storing yeast goods
  - responding to special customer requests and dietary requirements.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- culinary terms and trade names for:
  - ingredients commonly used to produce yeast-based bakery products
  - classical and contemporary yeast-based bakery products specified above in the Performance Evidence
- contents of stock date codes and rotation labels
- cookery methods used when producing yeast-based bakery products:
  - adding fats and liquids to dry ingredients
  - chilling ingredients and work surfaces
  - cutting, shaping and moulding
  - incorporating fat
  - kneading and handling
  - preparing and using:
    - fillings
    - pre-bake finishes and decorations
    - types of yeast
  - rolling
  - selecting and preparing appropriate moulds
  - stirring and aerating to achieve required consistency and texture

- using required amount of batter according to desired characteristics of finished products
- weighing or measuring and sifting dry ingredients
- whisking, folding, piping and spreading
- expected product characteristics of the classical and contemporary yeast-based bakery products specified in the performance evidence:
  - appearance
  - colour
  - consistency
  - crumb structure
  - moisture content
  - shape
  - taste
  - texture
- historical and cultural derivations of a variety of yeast-based bakery products
- appropriate baking temperatures and cooking times for yeast-based bakery products specified in the performance evidence
- indicators of freshness and quality of stocked ingredients for yeast-based bakery products
- properties of yeast:
  - interaction with other ingredients
  - changes brought about by yeast and effects on final food product characteristics
  - fermentation and dough development processes
  - control of yeast action
- mise en place requirements for producing yeast-based bakery products
- appropriate environmental conditions for storing yeast-based bakery products and re-usable by products of their preparation to:
  - ensure food safety
  - optimise shelf life
- safe operational practices using essential functions and features of equipment used to produce yeast-based bakery products.

## Assessment Conditions

Skills must be demonstrated in an operational pastry kitchen. This can be:

- an industry workplace
- a simulated industry environment, such as a training kitchen servicing customers.

Assessment must ensure access to:

- fixtures and large equipment:
  - bowl cutters
  - commercial grade work benches (1.5 m/person)

- commercial cake mixer and attachments:
  - dough hook
  - paddle
  - whisk
- commercial refrigeration and freezer unit with shelving
- double sinks with hot and cold water
- gas or electric stove tops
- industrial strength food processor
- marble bench or slab
- ovens with timer and trays:
  - convection
  - deck
  - microwave
- pastry/dough break
- proofer
- storage facilities:
  - shelving
  - trays
- small equipment:
  - acetate plastic sheets, baking sheets/paper, parchment paper and silicon paper
  - beaters
  - blenders
  - cutting boards
  - cutting implements
  - food handler gloves
  - graters
  - knives:
    - large serrated cake knives
  - ladles in a variety of sizes
  - measurers:
    - metric calibrated measuring jugs
  - moulds, shapes and cutters
  - oven mitts
  - pastry cutters and shapes
  - piping bags and attachments
  - service-ware:
    - platters, dishes, and bowls
    - serving tongs and trowels
  - small utensils:
    - flour and drum sieves

- strainers and chinois
- spatulas
- whisks:
  - fine stainless steel wire
  - coarse stainless steel wire
- range of saucepans and pots for small and large production
- scales (1 gram increments)
- sets of stainless steel bowls
- silicon mats
- spatulas
- spoons:
  - wooden spoons
  - large plain and slotted metal spoons
- storage containers and trays
- wire cooling racks
- diverse and comprehensive range of commercial ingredients for the yeast-based bakery products specified in the performance evidence
- cleaning materials and equipment:
  - cleaning cloths
  - commercial cleaning and sanitising agents and chemicals for cleaning commercial kitchens, equipment and food storage areas
  - dustpans and brooms
  - garbage bins and bags
  - hand towel dispenser and hand towels
  - mops and buckets
  - separate hand basin and antiseptic liquid soap dispenser for hand washing
  - sponges, brushes and scourers
  - tea towels
- organisational specifications:
  - equipment manufacturer instructions
  - current commercial stock control procedures and documentation for ordering, monitoring and maintaining stock
  - food preparation lists
  - mise en place lists, menus, standard recipes, and recipes for special dietary requirements
  - ordering and docketing paperwork
  - food safety plans
  - guidelines relating to food disposal, storage and presentation requirements
  - safety data sheets (SDS) for cleaning agents and chemicals
- industry realistic ratios of kitchen staff to customers; these can be:

- staff and customers in an industry workplace during the assessment process; or
- individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>



## SITHPAT005 Produce petits fours

### Modification History

Not applicable.

### Application

This unit describes the performance outcomes, skills and knowledge required to produce, using standard recipes, specialised petits fours which require finishing, decoration and presentation of a high order. It requires the ability to select, prepare and portion ingredients and to use equipment and a range of cookery methods to make, fill, assemble and decorate specialised petits fours.

The unit applies to hospitality and catering organisations that produce and serve specialised patisserie products, including hotels, restaurants and patisseries.

It applies to patissiers who usually work under the guidance of more senior chefs.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### Pre-requisite Unit

SITXFSA001 Use hygienic practices for food safety

### Competency Field

Patisserie

### Unit Sector

Hospitality

### Elements and Performance Criteria

#### ELEMENTS                      PERFORMANCE CRITERIA

Elements describe the      Performance criteria describe the performance needed to demonstrate

- essential outcomes. achievement of the element.
1. Select ingredients.
    - 1.1. Confirm food production requirements from food preparation list and standard recipes.
    - 1.2. Calculate ingredient amounts according to requirements.
    - 1.3. Identify and select ingredients from stores according to recipe, quality, freshness and stock rotation requirements.
  2. Select, prepare and use equipment.
    - 2.1. Select type and size of equipment suitable to requirements.
    - 2.2. Safely assemble and ensure cleanliness of equipment before use.
    - 2.3. Use equipment safely and hygienically according to manufacturer instructions.
  3. Portion and prepare ingredients.
    - 3.1. Sort and assemble ingredients according to food production sequencing.
    - 3.2. Weigh and measure wet and dry ingredients according to the recipe and quantity of petits fours required.
    - 3.3. Minimise waste to maximise profitability of petits fours produced.
  4. Cook bases, fillings and coatings.
    - 4.1. Use cookery methods for bases, fillings and coatings to achieve desired product characteristics.
    - 4.2. Follow standard recipes and make *food quality adjustments* within scope of responsibility.
    - 4.3. Pipe a selection of small choux paste shapes.
    - 4.4. Prepare and blind bake sweet paste in small moulds or tins in a variety of shapes.
    - 4.5. Select baking conditions, required oven temperature and bake petit four bases.
    - 4.6. Cool bases in appropriate conditions to retain optimum freshness and product characteristics.
  5. Prepare iced petits fours.
    - 5.1. Cut sponges and bases into a variety of shapes.
    - 5.2. Fill and assemble petits fours according to standard recipe specifications.
    - 5.3. Prepare icing at the correct temperature.
    - 5.4. Ice petits fours with icing of a consistency that achieves required coating thickness and surface gloss.
    - 5.5. Apply icing to ensure a smooth and seamless finish.
    - 5.6. Design and use decorations that enhance flavour and appeal.
  6. Prepare fresh petits fours.
    - 6.1. Select pre-cooked small choux and sweet pastry shapes.
    - 6.2. Fill and assemble fresh petits fours according to standard recipe specifications.
    - 6.3. Use appropriate garnishes, glazes and finishes to enhance flavour and visual appeal.
  7. Prepare marzipan petits fours.
    - 7.1. Flavour and colour marzipan according to the recipe and soften with egg whites if required.

- 7.2. Pipe or model marzipan by hand or shape with the aid of moulds to produce mini-size fruits.
- 7.3. Seal marzipan fruits with cocoa butter or food lacquer using applied heat to preserve desired eating characteristics.
8. Prepare caramelised petits fours.
- 8.1. Select and coat fresh fruits or fruit segments with pale amber coloured caramel.
- 8.2. Sandwich dried fruits or nuts or fill with flavoured marzipan and coat with pale amber coloured caramel.
9. Present and store petits fours.
- 9.1. Visually evaluate petits fours and *adjust presentation* before displaying.
- 9.2. Use suitable receptacles to attractively present petits fours according to organisational standards.
- 9.3. Display petits fours in appropriate conditions to retain optimum freshness and product characteristics.
- 9.4. Store petits fours in appropriate *environmental conditions*.
- 9.5. Clean work area, and dispose of or store surplus and re-usable by-products according to organisational procedures, environmental considerations, and cost-reduction initiatives.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| SKILLS                             | DESCRIPTION   |
|------------------------------------|---|
| Reading skills to:                 | <ul style="list-style-type: none"> <li>locate information in food preparation lists and standard recipes to determine preparation requirements</li> <li>locate and read date code and stock rotation labels.</li> </ul>   |
| Oral communication skills to:      | <ul style="list-style-type: none"> <li>express opinion about petits fours, advising on most appropriate selection and ingredients.</li> </ul>   |
| Writing skills to:                 | <ul style="list-style-type: none"> <li>write notes on recipe requirements and calculations.</li> </ul>  |
| Numeracy skills to:                | <ul style="list-style-type: none"> <li>determine cooking times and temperatures suitable to the type of petits fours being prepared.</li> </ul>   |
| Problem-solving skills to:         | <ul style="list-style-type: none"> <li>evaluate quality of ingredients and finished petits fours and make adjustments to ensure a quality product</li> <li>adjust taste, texture and appearance of food products according to identified deficiencies.</li> </ul> |
| Planning and organising skills to: | <ul style="list-style-type: none"> <li>efficiently sequence the stages of food preparation and production.</li> </ul>   |

Self-management skills • manage own speed, timing and productivity.  
to:

## Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

**Food quality adjustments** must involve consideration of factors relating to:

- ratio of wet to dry ingredients
- taste
- temperature
- texture.

**Adjusting presentation** must involve consideration of:

- fillings, icings and decorations to maximise visual appeal:
  - balance
  - colour
  - contrast
- plating food for practicality of:
  - customer consumption
  - service
- wiping drips and spills.

**Environmental conditions** must ensure appropriate:

- atmosphere
- humidity
- light
- packaging
- temperature
- use of containers
- ventilation.

## Unit Mapping Information

SITHPAT305 Produce petits fours

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITHPAT005 Produce petits fours

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- follow classical and contemporary standard recipes to safely and hygienically produce and decorate two different types of petits fours from each of the following main groups:
  - iced petits fours
  - fresh petits fours
  - marzipan petits fours
  - caramelised petits fours
- use each of the following flavoured fillings at least once when preparing the above petits fours:
  - cream
  - custard
  - ganache
- use each of the following coatings at least once when preparing the above petits fours:
  - caramel
  - cocoa butter
  - food lacquer
- use each of the following decorations at least once when decorating the above petits fours:
  - chocolate
  - fresh fruits
  - glazes
- use appropriate preparation and cookery methods from the list in the knowledge evidence when producing the above petits fours
- prepare above petits fours:
  - that are consistent in quality, size, shape and appearance
  - within commercial time and cost constraints and deadlines
  - reflecting required quantities to be produced
  - following procedures for portion control and food safety practices when handling and storing petits fours
  - responding to special customer requests and dietary requirements.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- culinary terms and trade names for:
  - ingredients commonly used to produce petits fours
  - classical and contemporary petits fours specified in the performance evidence
- contents of stock date codes and rotation labels
- preparation and cookery methods used when producing petit four fillings, coatings and decorations listed in the performance evidence:
  - adding fats and liquids to dry ingredients
  - adding flavourings or colourings
  - blind baking sweet paste in small moulds
  - piping of choux pastry into small shapes
  - preparing and using pre-bake finishes and decorations
  - selecting and preparing appropriate cake tins and moulds
  - stirring and aerating to achieve required consistency and texture
  - using required amount of batter and paste according to desired characteristics of finished products
  - weighing or measuring and sifting dry ingredients
  - whisking, folding, piping and spreading
- expected product characteristics of the classical and contemporary petits fours specified in the performance evidence:
  - appearance
  - colour
  - consistency
  - crumb structure
  - moisture content
  - shape
  - size
  - taste
  - texture
- historical and cultural derivations of a variety of petits fours
- appropriate cooking temperatures and times for petits fours and fillings
- indicators of freshness and quality of stocked ingredients for petits fours
- mise en place requirements for producing petits fours and fillings
- common bases used for producing petits fours:
  - choux pastry
  - sponge
  - sweet pastry
- types of caramelised petits fours:

- filled
- fresh or dried fruit
- fresh or dried nuts
- unfilled
- types of marzipan based petits fours:
  - coloured
  - flavoured
  - modelled by hand
  - sealed with cocoa butter or food lacquer
  - shaped with the aid of moulds
- decoration techniques for petits fours:
  - cocoa mass screen techniques
  - cigarette paste decoration techniques
- appropriate environmental conditions for storing petits fours and re-usable by-products of their preparation to:
  - ensure food safety
  - optimise shelf life
- safe operational practices using essential functions and features of equipment used to produce petits fours.

## Assessment Conditions

Skills must be demonstrated in an operational pastry kitchen. This can be:

- an industry workplace
- a simulated industry environment, such as a training kitchen servicing customers.

Assessment must ensure access to:

- fixtures and large equipment:
  - commercial grade work benches (1.5 m/person)
  - commercial cake mixer and attachments:
    - dough hook
    - paddle
    - whisk
  - commercial refrigeration and freezer unit with shelving
  - double sinks with hot and cold water
  - gas or electric stove tops
  - industrial strength food processor
  - marble bench or slab
  - ovens with timer and trays:
    - convection



- deck
- microwave
- pastry/dough break
- proofer
- storage facilities:
  - shelving
  - trays
- small equipment:
  - beaters
  - bowl cutters
  - cake moulds
  - cutting boards
  - cutting implements for nuts and fruits
  - fluted and plain flan rings and cutter
  - food handler gloves
  - graters
  - knives:
    - large serrated cake knives
  - measurers:
    - metric calibrated measuring jugs
  - oven mitts
  - saccharometer
  - scales
  - service-ware:
    - platters, dishes, and bowls
    - serving tongs and trowels
  - sets of stainless steel bowls
  - silicon mats
  - small utensils:
    - flour and drum sieves
    - strainers and chinois
    - spatulas
    - whisks:
      - fine stainless steel wire
      - coarse stainless steel wire
  - spatulas
  - spoons:
    - wooden spoons
    - large plain and slotted metal spoons
  - storage containers and trays

- wire cooling racks
- specific equipment for producing petits fours:
  - chocolate thermometer
  - dipping forks
  - icing and decorating equipment:
    - chocolate spray gun
    - crimpers
    - decorative combs
    - fine icing sugar sieves
    - fine paint brushes
    - fine piping tubes
    - matfer-type stencils
    - piping bags and attachments
    - silk screens
  - presentation equipment:
    - cake boards
    - cake boxes
    - cake stands:
      - multi-tier
      - clear cover
    - cake wheels
    - doilies
    - mirrors
    - petit four cutters
    - petit four dipping racks
    - petit four moulds
    - petit four paper cases
    - platters
    - refrigerated cake display cases or towers
  - receptacles made from both edible and non-edible materials:
    - ceramic
    - chocolate
    - croquant
    - crystal
    - glass
    - metallic platters and trays
    - sugar lace
    - tulip paste
- diverse and comprehensive range of commercial ingredients for the petits fours specified in the performance evidence

- cleaning materials and equipment:
  - cleaning cloths
  - commercial cleaning and sanitising agents and chemicals for cleaning commercial kitchens, equipment and food storage areas
  - dustpans and brooms
  - garbage bins and bags
  - hand towel dispenser and hand towels
  - mops and buckets
  - separate hand basin and antiseptic liquid soap dispenser for hand washing
  - sponges, brushes and scourers
  - tea towels
- organisational specifications:
  - equipment manufacturer instructions
  - current commercial stock control procedures and documentation for ordering, monitoring and maintaining stock
  - food preparation lists
  - mise en place lists, menus, standard recipes, and recipes for special dietary requirements
  - ordering and docketing paperwork
  - food safety plans
  - guidelines relating to food disposal, storage and presentation requirements
  - safety data sheets (SDS) for cleaning agents and chemicals
- industry realistic ratios of kitchen staff to customers; these can be:
  - staff and customers in an industry workplace during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## SITHPAT006 Produce desserts

### Modification History

Not applicable.

### Application

This unit describes the performance outcomes, skills and knowledge required to produce hot, cold and frozen desserts following standard and special dietary recipes. It requires the ability to select, prepare and portion ingredients and to use equipment and a range of cookery methods to make and present desserts.

The unit applies to hospitality and catering organisations that produce and serve desserts, including hotels, restaurants, clubs and patisseries.

It applies to patissiers who usually work under the guidance of more senior chefs.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### Pre-requisite Unit

SITXFSA001 Use hygienic practices for food safety

### Competency Field

Patisserie

### Unit Sector

Hospitality

### Elements and Performance Criteria

#### ELEMENTS

Elements describe the essential outcomes.

#### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Select ingredients.
  - 1.1. Confirm food production requirements from food preparation list and standard recipes.
  - 1.2. Calculate ingredient amounts according to requirements.
  - 1.3. Identify and select ingredients from stores according to recipe, quality, freshness and stock rotation requirements.
2. Select, prepare and use equipment.
  - 2.1. Select type and size of equipment suitable to requirements.
  - 2.2. Safely assemble and ensure cleanliness of equipment before use.
  - 2.3. Use equipment safely and hygienically according to manufacturer instructions.
3. Portion and prepare ingredients.
  - 3.1. Sort and assemble ingredients according to food production sequencing.
  - 3.2. Weigh and measure wet and dry ingredients according to the recipe and quantity of desserts required.
  - 3.3. Minimise waste to maximise profitability of desserts produced.
4. Produce desserts and sauces.
  - 4.1. Following standard recipes, produce desserts using cookery methods to achieve desired product characteristics.
  - 4.2. Follow special dietary recipes to produce desserts for those with special dietary requirements.
  - 4.3. Produce hot and cold sauces to desired consistency and flavour.
  - 4.4. Use thickening agents suitable for sweet sauces.
  - 4.5. Make **food quality adjustments** within scope of responsibility.
5. Portion, present and store desserts.
  - 5.1. Portion desserts to maximise yield and profitability of food production.
  - 5.2. Use accompaniments that balance and enhance taste and texture of desserts.
  - 5.3. Select garnishes and decorations with flavours and textures that complement desserts.
  - 5.4. Plate desserts, accompaniments and garnishes attractively, with artistic flair appropriate for the occasion and the item.
  - 5.5. Plate and decorate desserts for practicality of service and customer consumption.
  - 5.6. Visually evaluate desserts and **adjust presentation** before serving.
  - 5.7. Display desserts with appropriate sauces and garnishes.
  - 5.8. Store desserts in appropriate **environmental conditions**.
  - 5.9. Clean work area, and dispose of or store surplus and re-usable by-products according to organisational procedures, environmental considerations, and cost-reduction initiatives.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| SKILLS                             | DESCRIPTION   |
|------------------------------------|---|
| Reading skills to:                 | <ul style="list-style-type: none"> <li>locate information in food preparation lists and standard recipes to determine preparation requirements</li> <li>locate and read date code and stock rotation labels.</li> </ul> |
| Writing skills to:                 | <ul style="list-style-type: none"> <li>write notes on recipe requirements and calculations.</li> </ul>  |
| Numeracy skills to:                | <ul style="list-style-type: none"> <li>calculate the number of portions.</li> </ul>   |
| Planning and organising skills to: | <ul style="list-style-type: none"> <li>efficiently sequence the stages of food preparation and production.</li> </ul>   |
| Self-management skills to:         | <ul style="list-style-type: none"> <li>manage own speed, timing and productivity.</li> </ul>  |

## Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

***Food quality adjustments*** must involve consideration of factors relating to:

- ratio of wet to dry ingredients
- taste
- temperature
- texture.

***Adjusting presentation*** must involve consideration of:

- accompaniments and garnishes to maximise visual appeal:
  - balance
  - colour
  - contrast
- plating food for practicality of:
  - customer consumption
  - service
- wiping drips and spills.

***Environmental conditions*** must ensure appropriate:

- atmosphere
- humidity
- light

- packaging
- temperature
- use of containers
- ventilation.

## Unit Mapping Information

SITHPAT306 Produce desserts

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITHPAT006 Produce desserts

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- follow standard and special recipes to produce at least ten different desserts from the common desserts listed in the knowledge evidence
- ensure that at least two of the above desserts are produced to meet requirements of different special dietary requirements as listed in the knowledge evidence
- produce and use each of the following sauces at least once when preparing above range of desserts:
  - chocolate based sauces
  - custards and crèmes
  - flavoured butters and creams
  - fruit purées, sauces or coulis
  - fruit syrups
  - sabayon and zabaglione
  - sugar syrups
- use each of the garnishes and decorations listed in the knowledge evidence at least once when preparing above desserts
- use appropriate cookery methods from the list in the knowledge evidence when producing the above desserts
- present desserts, accompaniments and garnishes attractively and decoratively
- prepare above desserts:
  - that are consistent in quality, size, shape and appearance
  - within commercial time constraints
  - reflecting required quantities to be produced
  - following procedures for portion control and food safety practices when handling and storing desserts
  - responding to special customer requests and dietary requirements.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- culinary terms and trade names for:



- variety of common desserts:
  - bavarois
  - crème brulee
  - crème caramel
  - crêpes
  - custards and creams
  - flans
  - fritters
  - ice-cream
  - meringues
  - mousse
  - parfait
  - pies
  - prepared fruit
  - puddings
  - sabayon
  - sorbet
  - soufflé
  - tarts
- ingredients commonly used to produce desserts
- substitute ingredients used to produce desserts for special dietary recipes:
  - gluten free flour
  - yeast-free flour
  - non-sugar sweeteners
- common special dietary requirements which must be considered when producing desserts:
  - fat free
  - low carbohydrate
  - low fat
  - low gluten
  - gluten free
  - low kilojoule
  - low sugar
  - sugar free
  - type one and two diabetic
  - vegan
- meaning of:
  - food allergy
  - food intolerance
- key health and legal consequences of failing to address special requirements
- contents of stock date codes and rotation labels

- cookery methods used when preparing desserts:
  - adding fats and liquids to dry ingredients
  - baking
  - chilling
  - flambé
  - freezing
  - poaching
  - reducing
  - selecting and preparing appropriate dessert moulds
  - steaming
  - stewing
  - stirring and aerating to achieve required consistency and texture
  - using required amount of batter according to desired characteristics of finished products
  - weighing or measuring and sifting dry ingredients
  - whisking, folding, piping and spreading
- expected product characteristics of the classical and contemporary desserts specified in the performance evidence:
  - appearance
  - colour
  - consistency
  - moisture content
  - shape
  - size
  - structure
  - taste
  - texture
- common garnishes and decorations used when preparing desserts:
  - coloured and flavoured sugar
  - fresh, preserved or crystallised fruits
  - jellies
  - shaved chocolate
  - sprinkled icing sugar
  - whole or crushed nuts
- appropriate cooking temperatures and times for desserts
- techniques to garnish, decorate, plate and present attractive desserts
- indicators of freshness and quality of stocked ingredients for desserts
- mise en place requirements for producing desserts
- appropriate environmental conditions for storing desserts and re-usable by products of their preparation to:

- ensure food safety
- optimise shelf life
- safe operational practices using essential functions and features of equipment used to produce desserts.

## Assessment Conditions

Skills must be demonstrated in an operational pastry kitchen. This can be:

- an industry workplace
- a simulated industry environment, such as a training kitchen servicing customers.

Assessment must ensure access to:

- fixtures and large equipment:
  - commercial grade work benches (1.5 m/person)
  - commercial cake mixer and attachments:
    - dough hook
    - paddle
    - whisk
  - commercial refrigeration and freezer unit with shelving
  - double sinks with hot and cold water
  - gas or electric stove tops
  - industrial strength food processor
  - ovens with timer and trays:
    - convection
    - deck
    - microwave
  - pastry/dough break
  - storage facilities:
    - shelving
    - trays
- small equipment:
  - acetate plastic sheets
  - beaters
  - blenders
  - bowl cutters
  - commercial mixers and attachments
  - cutting boards
  - cutting implements for nuts and fruits
  - decorating equipment:
    - blow torch

- chocolate spray gun
- fine icing sugar sieves
- fine piping tubes
- icing and cocoa powder dusters
- matfer-type stencils
- silk screens
- templates
- deep-fryer
- dessert service-ware:
  - dessert plates
  - dishes
  - glasses
  - bowl
  - coupes
  - cutlery
  - doilies
- fine and heavy gauge whisks and strainers
- fine icing sugar sieves
- fluted and plain flan rings
- graters
- gratin dishes
- ice makers
- ice cream machines
- juicers
- knives:
  - large serrated cake knives
- ladles in a variety of sizes
- measurers:
  - metric calibrated measuring jugs
- mixers
- moulds and dishes:
  - tartlet
  - darioles
- oven mitts
- pans:
  - crêpe
  - omelette
- presentation equipment:
  - cake boards
  - cake boxes

- cake stands
- doilies
- piping bags and attachments
- portion control markers
- ramekins
- range of saucepans and pots for small and large production
- salamander
- scales
- scoops
- serving tongs and trowels
- sets of stainless steel bowls
- skewers:
  - metal
  - bamboo
- soufflé cups
- spatulas
- spoons:
  - wooden spoons
  - large plain and slotted metal spoons
- steamer
- storage containers and trays
- sweets trolley or dessert buffet table
- vitamisers
- wire cooling racks
- diverse and comprehensive range of commercial ingredients for the desserts specified in the performance evidence
- cleaning materials and equipment:
  - cleaning cloths
  - commercial cleaning and sanitising agents and chemicals for cleaning commercial kitchens, equipment and food storage areas
  - dustpans and brooms
  - garbage bins and bags
  - hand towel dispenser and hand towels
  - mops and buckets
  - separate hand basin and antiseptic liquid soap dispenser for hand washing
  - sponges, brushes and scourers
  - tea towels
- organisational specifications:
  - equipment manufacturer instructions

- current commercial stock control procedures and documentation for ordering, monitoring and maintaining stock
- food preparation lists
- mise en place lists, menus, standard recipes, and recipes for special dietary requirements
- ordering and docketing paperwork
- food safety plans
- guidelines relating to food disposal, storage and presentation requirements
- safety data sheets (SDS) for cleaning agents and chemicals
- industry realistic ratios of kitchen staff to customers; these can be:
  - staff and customers in an industry workplace during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# SITHPAT007 Prepare and model marzipan

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to prepare marzipan from manufactured marzipan paste; produce and decorate a variety of modelled figures, shapes and flowers, and to ice specialised cakes with marzipan.

The unit applies to hospitality and catering organisations that produce and serve specialist patisserie products, including hotels, restaurants and patisseries.

The preparation and modelling of marzipan is a high order technical skill used by experienced patissiers who operate independently or with limited guidance from others.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## Pre-requisite Unit

SITXFSA001 Use hygienic practices for food safety

## Competency Field

Patisserie

## Unit Sector

Hospitality

## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential outcomes.

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- |   |   |
|---|---|
| 1. Select, portion and prepare ingredients.                       | 1.1. Identify and select ingredients from stores according to food preparation lists, recipe, quality, freshness and stock rotation requirements.<br>1.2. Weigh and measure wet and dry ingredients according to the recipe and quantity of marzipan required.<br>1.3. Minimise waste to maximise profitability of food items produced.   |
| 2. Select, prepare and use equipment.                             | 2.1. Select type and size of equipment suitable to requirements.<br>2.2. Safely assemble and ensure cleanliness of equipment before use.<br>2.3. Use equipment safely and hygienically according to manufacturer instructions.  |
| 3. Prepare modelling marzipan.                                    | 3.1. Combine ingredients to create a smooth paste of a consistency best suited to modelling marzipan.<br>3.2. Flavour and colour marzipan according to recipe or design requirements.<br>3.3. Identify taste, texture and consistency problems and make <i>adjustments</i> to maintain desired product characteristics.   |
| 4. Prepare moulded and modelled shapes.                           | 4.1. Model marzipan by hand or shape with the aid of moulds to produce variety of figures, shapes and flowers.<br>4.2. Use appropriate colourings, decorations and coating agents to enhance appearance and presentation.<br>4.3. Seal finished shapes to preserve freshness, eating characteristics and appearance.<br>4.4. Visually evaluate finished marzipan shapes and <i>adjust presentation</i> .<br>4.5. Store marzipan products in the appropriate <i>environmental conditions</i> . |
| 5. Use marzipan to cover cakes, gateaux, torten and petits fours. | 5.1. Ensure surface of items to be covered is level and smooth.<br>5.2. Roll out marzipan to specified size and thickness.<br>5.3. Apply marzipan ensuring a smooth and seamless finish.  |

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| <b>SKILLS</b> | <b>DESCRIPTION</b> |
|---------------|--------------------|
|---------------|--------------------|



- Reading skills to:
- locate information in food preparation lists and standard recipes to determine preparation requirements
  - locate and read date code and stock rotation labels.
- Problem-solving skills to:
- evaluate quality of ingredients and finished marzipan shapes and make adjustments to ensure a quality product.
- Planning and organising skills to:
- efficiently sequence the stages of food preparation and production.
- Self-management skills to:
- manage own speed, timing and productivity.

## Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

- Adjustments* must include consideration of:
- adding extra:
    - colouring
    - flavour
    - sweetener
    - wet and dry ingredients.

- Adjusting presentation* must involve consideration of:
- accompaniments and garnishes to maximise visual appeal:
    - balance
    - colour
    - contrast
  - plating food for practicality of:
    - customer consumption
    - service
  - wiping drips and spills.

- Environmental conditions* must ensure:
- appropriate:
    - atmosphere
    - humidity
    - light
    - packaging
    - temperature

- use of containers
- ventilation
- avoiding excessive crust formation, drying out and hardening.

## Unit Mapping Information

SITHPAT401 Prepare and model marzipan

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITHPAT007 Prepare and model marzipan

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- model marzipan to produce at least three different products in each of the below categories:
  - figures
  - shapes
  - flowers
- demonstrate the use of each of the following when sealing above finished products:
  - cocoa butter
  - food lacquer
  - glaze
- ice at least one of each of the following with marzipan:
  - cakes
  - gateaux
  - petits fours
  - torten
- model marzipan shapes and ice cakes:
  - with consistent quality, size, shape and appearance of marzipan products
  - within commercial time and cost constraints and deadlines
  - reflecting available supplies in stock and required quantities to be produced
  - following procedures for portion control and food safety practices when handling and storing marzipan.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- culinary terms and trade names for:
  - ingredients commonly used to make marzipan icing and model marzipan shapes
  - marzipan shapes and icings specified in the performance evidence
- contents of stock date codes and rotation labels

- techniques to model and mould marzipan shapes
- expected product characteristics of the marzipan shapes and icings specified in the performance evidence:
  - appearance
  - colour
  - consistency
  - moisture content
  - shape
  - size
  - structure
  - taste
  - texture
- indicators of freshness and quality of stocked ingredients for marzipan
- mise en place requirements for modelling and moulding marzipan
- appropriate environmental conditions for storing marzipan shapes and icing to:
  - ensure food safety
  - optimise shelf life
- safe operational practices using essential functions and features of equipment used to model and mould marzipan shapes.

## Assessment Conditions

Skills must be demonstrated in an operational pastry kitchen. This can be:

- an industry workplace
- a simulated industry environment, such as a training kitchen servicing customers.

Assessment must ensure access to:

- fixtures and large equipment:
  - commercial grade work benches (1.5 m/person)
  - commercial cake mixer and attachments:
    - dough hook
    - paddle
    - whisk
  - commercial refrigeration and freezer unit with shelving
  - double sinks with hot and cold water
  - gas or electric stove tops
  - marble bench or slab
  - marzipan refiner or industrial strength food processor
  - ovens with timer and trays:
    - convection

- deck
- microwave
- pastry/dough break
- proofer
- storage facilities:
  - shelving
  - trays
- small equipment:
  - acetate plastic sheets, baking sheets/paper, parchment paper and silicon paper
  - beaters
  - blenders
  - bowl cutters
  - cake bases, stands and platforms
  - cake tins with:
    - fixed base in a range of shapes
    - loose bottom
  - cake moulds
  - cake wheels
  - cutting boards
  - cutting implements for nuts and fruits
  - deep-fryer
  - food handler gloves
  - fluted and plain flan rings and cutter
  - graters
  - juicers
  - knives:
    - large serrated cake knives
  - ladles in a variety of sizes
  - measurers:
    - metric calibrated measuring jugs
  - mixers
  - pastry brushes
  - pastry cutters and shapes
  - piping bags and attachments
  - portion control scoops and markers
  - service-ware:
    - platters, dishes, and bowls
    - serving tongs
  - small utensils:
    - flour and drum sieves

- strainers
- spatulas
- whisks:
  - fine stainless steel wire
  - coarse stainless steel wire
- saccharometer
- scales (1 gram increments)
- silicon mats
- sets of stainless steel bowls
- spoons:
  - wooden spoons
  - large plain and slotted metal spoons
- storage containers and trays
- specific equipment for modelling marzipan:
  - chocolate thermometer
  - icing and decorating equipment:
    - aerosol and airbrush
    - chocolate spray gun
    - fine paint brushes
  - marzipan modelling tools and moulds:
    - crimpers
    - dipping forks
    - fine icing sugar sieves
    - leaf, flower and petal cutters
    - novelty moulds
    - piping bags and attachments
    - piping tubes in a variety of sizes
    - textured boards
    - textured rolling pins
  - range of presentation equipment:
    - cake boards
    - cake boxes
    - cake stands:
      - multi-tier
      - clear cover
    - doilies
    - mirrors
    - platters
    - refrigerated cake display cases or towers

- diverse and comprehensive range of commercial ingredients for the marzipan icing and modelled and moulded shapes specified in the performance evidence
- cleaning materials and equipment:
  - cleaning cloths
  - commercial cleaning and sanitising agents and chemicals for cleaning commercial kitchens, equipment and food storage areas
  - dustpans and brooms
  - garbage bins and bags
  - hand towel dispenser and hand towels
  - mops and buckets
  - separate hand basin and antiseptic liquid soap dispenser for hand washing
  - sponges, brushes and scourers
  - tea towels
- organisational specifications:
  - equipment manufacturer instructions
  - current commercial stock control procedures and documentation for ordering, monitoring and maintaining stock
  - food preparation lists
  - food safety plans
  - guidelines relating to food disposal, storage and presentation requirements
  - safety data sheets (SDS) for cleaning agents and chemicals.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## SITHPAT008 Produce chocolate confectionery

### Modification History

Not applicable.

### Application

This unit describes the performance outcomes, skills and knowledge required to temper couverture (pure coating chocolate) to produce individual chocolates. It requires the ability to select, prepare and portion ingredients and to use equipment and a range of cookery methods to mould and fill individual chocolates with hard or soft fillings and centres.

The unit applies to hospitality and catering organisations which produce, display and serve specialist patisserie products, including hotels, restaurants, patisseries and chocolatiers.

The preparation and moulding of individual chocolates is a high order technical skill used by experienced patissiers who operate independently or with limited guidance from others.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### Pre-requisite Unit

SITXFSA001 Use hygienic practices for food safety

### Competency Field

Patisserie

### Unit Sector

Hospitality

### Elements and Performance Criteria

#### ELEMENTS                      PERFORMANCE CRITERIA

Elements describe the      Performance criteria describe the performance needed to demonstrate



- essential outcomes. achievement of the element.
1. Select ingredients.
    - 1.1. Confirm food production requirements from food preparation list and standard recipes.
    - 1.2. Calculate ingredient amounts according to requirements.
    - 1.3. Identify and select ingredients from stores according to recipe, quality, freshness and stock rotation requirements.
  2. Select, prepare and use equipment.
    - 2.1. Select type and size of equipment suitable to requirements.
    - 2.2. Safely assemble and ensure cleanliness of equipment before use.
    - 2.3. Use equipment safely and hygienically according to manufacturer instructions.
    - 2.4. **Protect** polished chocolate moulds from contamination.
    - 2.5. Keep chocolate moulds at an appropriate and constant temperature.
  3. Portion and prepare ingredients.
    - 3.1. Sort and assemble ingredients for chocolate confectionery according to food production sequencing.
    - 3.2. Weigh and measure wet and dry ingredients according to the recipe and quantity of chocolates required.
    - 3.3. Minimise waste to maximise profitability of chocolates produced.
  4. Temper couverture.
    - 4.1. Use tempering methods and appropriate temperatures to melt and temper couverture.
    - 4.2. Manipulate couverture to the correct viscosity and desired flow properties to achieve desired colour, gloss, sheen and snap upon solidification.
    - 4.3. Control the temperature to retain workable consistency.
  5. Prepare centres and fillings.
    - 5.1. Use cookery methods for centres and fillings to achieve full flavoured, interesting and natural characteristics.
    - 5.2. Manipulate ingredients at correct temperature to achieve the correct viscosity and consistency.
    - 5.3. Follow standard recipes and make **food quality adjustments** within scope of responsibility.
    - 5.4. Prepare centres of precisely uniform shapes and sizes.
  6. Make moulded chocolates.
    - 6.1. Select tempered couverture to match fillings.
    - 6.2. Set tempered couverture in moulds to achieve even and appropriate thickness free from marks or air bubbles.
    - 6.3. Insert fillings to a level surface and allow space for seal.
    - 6.4. Seal with a layer of chocolate of appropriate thickness.
    - 6.5. Cool, de mould chocolates and handle carefully to retain a glossy surface.
  7. Coat chocolate centres.
    - 7.1. Select tempered couverture to match centres.
    - 7.2. Bring centres to be coated to the correct temperature.
    - 7.3. Use appropriate methods to coat centres to achieve an even and

appropriate thickness with a uniform quality finish.

8. Decorate, present and store chocolates.
- 8.1. Decorate chocolates attractively, according to standard recipes, using designs suited to the product.
  - 8.2. Use suitable service-ware to attractively present chocolates according to organisational standards.
  - 8.3. Display chocolates in appropriate conditions to retain optimum freshness.
  - 8.4. Store chocolates in appropriate *environmental conditions*.
  - 8.5. Clean work area, and dispose of or store surplus and re-usable by-products according to organisational procedures, environmental considerations, and cost-reduction initiatives.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| <b>SKILLS</b>                      | <b>DESCRIPTION</b>  |
|------------------------------------|---|
| Reading skills to:                 | <ul style="list-style-type: none"> <li>• locate information in food preparation lists and standard recipes to determine preparation requirements</li> <li>• locate and read date code and stock rotation labels.</li> </ul>   |
| Writing skills to:                 | <ul style="list-style-type: none"> <li>• record clear sequenced instructions for new recipes, specifying ingredient quantities.</li> </ul>  |
| Numeracy skills to:                | <ul style="list-style-type: none"> <li>• determine tempering times and temperatures.</li> </ul>   |
| Problem-solving skills to:         | <ul style="list-style-type: none"> <li>• evaluate quality of ingredients and finished chocolates and make adjustments to ensure a quality product</li> <li>• adjust taste, texture and appearance of food products according to identified deficiencies.</li> </ul> |
| Planning and organising skills to: | <ul style="list-style-type: none"> <li>• efficiently sequence the stages of food preparation and production.</li> </ul>   |
| Self-management skills to:         | <ul style="list-style-type: none"> <li>• manage own speed, timing and productivity.</li> </ul>  |

## Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

**Protecting** mould from contamination must involve:

- ensuring that the polished surface is:
  - clean, polished and free of dust or residue
  - untouched by bare fingers
- untouched by objects that may dull, scratch or damage it.

**Food quality adjustments** must involve consideration of factors relating to:

- ratio of wet to dry ingredients
- taste
- temperature
- texture.

**Environmental conditions** must ensure appropriate:

- atmosphere
- humidity
- light
- packaging
- temperature
- use of containers
- ventilation.

## Unit Mapping Information

SITHPAT402 Produce chocolate confectionery

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITHPAT008 Produce chocolate confectionery

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- prepare individual chocolates from three different types listed in the knowledge evidence with each of the following:
  - hard centres
  - soft centres
  - fillings
- use at least six different centres or fillings listed in the knowledge evidence when producing above chocolates
- use at least one of the tempering methods for couverture when producing above chocolates
- produce above individual chocolates in commercial quantities:
  - that are consistent in quality, size, shape and appearance
  - within commercial time constraints
  - following procedures for portion control and food safety practices when handling and storing chocolate ingredients and chocolates
  - responding to special customer requests and dietary requirements.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- culinary terms and trade names for:
  - ingredients commonly used to produce chocolate confectionery
  - classical and contemporary individual chocolates specified above in the performance evidence
- contents of stock date codes and rotation labels
- types of chocolates:
  - cut or dressed
  - hand coated
  - machine enrobed
  - made with prepared hollow shells

- moulded
- classical and contemporary centres and fillings used when producing chocolates:
  - caramel
  - croquant
  - flavoured fondant
  - ganache
  - jellies
  - liqueurs
  - marzipan
  - nougat
  - nuts and fruits
- historical and cultural derivations of a variety of chocolates
- indicators of freshness and quality of stocked ingredients for chocolates
- mise en place requirements for producing chocolate confectionery
- tempering methods for couverture:
  - controlling the formation of seed crystals
  - tabling method
  - use of heated water jackets
  - use of microwave
  - vaccination or addition method
- appropriate temperatures to melt and temper couverture
- properties of tempered couverture:
  - flow properties
  - setting properties
  - viscosity
- expected product characteristics of solidified couverture specified in the performance evidence:
  - colour
  - gloss
  - sheen
  - snap
- methods to coat centres:
  - hand coating
  - hand dipping
  - machine enrobed
- complementary tastes and textures of dark, milk and white couverture for fillings and centres
- decoration techniques for individual chocolates
- appropriate environmental conditions for storing ingredients and individual chocolates to:
  - ensure food safety

- optimise shelf life
- safe operational practices using essential functions and features of equipment used to:
  - produce chocolate confectionery
  - protect polished chocolate moulds from contamination and damage.

## Assessment Conditions

Skills must be demonstrated in an operational pastry kitchen. This can be:

- an industry workplace
- a simulated industry environment, such as a training kitchen servicing customers.

Assessment must ensure access to:

- fixtures and large equipment:
  - commercial grade work benches (1.5 m/person)
  - commercial refrigeration and freezer unit with shelving
  - double sinks with hot and cold water
  - gas or electric stove tops
  - industrial strength food processor
  - marble bench or slab
  - microwave
  - proofer
  - storage facilities:
    - shelving
    - trays
  - warming area
- small equipment:
  - acetate plastic sheets, baking sheets/paper, parchment paper and silicon paper
  - beaters
  - brushes
  - bowl cutters
  - cutting implements for nuts and fruits
  - cutting boards
  - food handler gloves
  - graters
  - knives:
    - large serrated cake knives
  - measurers:
    - metric calibrated measuring jugs
  - mixers

- pastry brushes
- pastry cutters and shapes
- piping bags and attachments
- range of presentation equipment:
  - doilies
  - mirrors
  - platters
- range of service-ware
- range of saucepans and pots for small and large production
- saccharometer
- scales (1 gram increments)
- sets of stainless steel bowls
- spoons:
  - wooden spoons
  - large plain and slotted metal spoons
- storage containers and trays
- whisks:
  - fine stainless steel wire
  - coarse stainless steel wire
- diverse and comprehensive range of commercial ingredients for the chocolate confectionery specified in the performance evidence
- cleaning materials and equipment:
  - cleaning cloths
  - commercial cleaning and sanitising agents and chemicals for cleaning commercial kitchens, equipment and food storage areas
  - dustpans and brooms
  - garbage bins and bags
  - hand towel dispenser and hand towels
  - mops and buckets
  - separate hand basin and antiseptic liquid soap dispenser for hand washing
  - sponges, brushes and scourers
  - tea towels
- organisational specifications:
  - equipment manufacturer instructions
  - current commercial stock control procedures and documentation for ordering, monitoring and maintaining stock
  - food preparation lists
  - mise en place lists, standard recipes, and recipes for special dietary requirements
  - ordering and docketing paperwork
  - food safety plans

- guidelines relating to food disposal, storage and presentation requirements
- safety data sheets (SDS) for cleaning agents and chemicals
- industry realistic ratios of kitchen staff to customers; these can be:
  - staff and customers in an industry workplace during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>



## SITHPAT009 Model sugar-based decorations

### Modification History

Not applicable.

### Application

This unit describes the performance outcomes, skills and knowledge required to prepare liquid sugar and to model sugar-based decorations for cakes and desserts. It requires the ability to design decorations and to pull, cast and blow sugar.

The unit applies to hospitality and catering organisations that produce and serve specialist desserts and patisserie products, including hotels, restaurants and patisseries.

The preparation and modelling of sugar is a high order technical skill used by experienced patissiers who operate independently or with limited guidance from others.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### Pre-requisite Unit

SITXFSA001 Use hygienic practices for food safety

### Competency Field

Patisserie

### Unit Sector

Hospitality

### Elements and Performance Criteria

#### ELEMENTS

Elements describe the essential outcomes.

#### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Design decorative sugar work.
  - 1.1.Design sugar-based decorations for cakes and desserts.
  - 1.2.Produce sketches of required forms and shapes.
  - 1.3.Identify colours, decorations and supports.
  - 1.4.Calculate and record required quantities of differently coloured sugar.
2. Select, prepare and use equipment.
  - 2.1.Select type and size of equipment suitable to requirements.
  - 2.2.Safely assemble and ensure cleanliness of equipment before use.
  - 2.3.Use equipment safely and hygienically according to manufacturer instructions.
3. Boil sugar.
  - 3.1.Select, sort and assemble ingredients according to the sequencing of food production.
  - 3.2.Combine sugar and water and boil to required temperature.
  - 3.3.Add required colouring and flavourings according to design requirements.
  - 3.4.Arrest the temperature at the correct point for pulling, casting or blowing.
  - 3.5.Safely handle boiled sugar solution according to recipe requirements.
4. Pull boiled sugar.
  - 4.1.Cool sugar solution to appropriate temperature for pulling.
  - 4.2.Manipulate boiled sugar to avoid crust forming.
  - 4.3.Turn out and pull sugar to incorporate air and to achieve elasticity and sheen.
  - 4.4.Use a suitable work surface and work safely to avoid burns.
5. Store pulled sugar.
  - 5.1.Portion pulled sugar according to intended use.
  - 5.2.Use correct packaging methods and vacuum seal pulled sugar pieces.
  - 5.3.Store pulled sugar in appropriate *environmental conditions*.
6. Blow sugar work.
  - 6.1.Create individual sugar pieces using appropriate blowing techniques.
  - 6.2.Blow air through blowpipe into boiled sugar of the correct temperature.
7. Cast sugar work.
  - 7.1.Prepare framework or moulds for individual sugar pieces.
  - 7.2.Cast boiled sugar, shaping into desired forms or moulds.
  - 7.3.Use appropriate techniques to achieve correct and even thickness.
  - 7.4.Remove framework from sugar at the correct stage of hardening.
  - 7.5.Move sugar items to cool areas to accelerate cooling.
  - 7.6.Store cast sugar items in appropriate environmental

conditions.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| SKILLS                               | DESCRIPTION   |
|--------------------------------------|---|
| Writing skills to:                   | <ul style="list-style-type: none"> <li>write notes on designs and record calculations for sugar work ingredients.</li> </ul>  |
| Oral communication skills to:        | <ul style="list-style-type: none"> <li>express opinion about decorations for cakes and desserts, advising on presentation and most appropriate materials.</li> </ul>                                  |
| Numeracy skills to:                  | <ul style="list-style-type: none"> <li>weigh and measure ingredients for the quantity of sugar solution required</li> <li>determine temperature, boiling and cooling times for sugar work.</li> </ul> |
| Initiative and enterprise skills to: | <ul style="list-style-type: none"> <li>develop creative ideas and explore a range of designs for sugar decorations.</li> </ul>  |
| Planning and organising skills to:   | <ul style="list-style-type: none"> <li>efficiently sequence the stages of sugar work preparation and production.</li> </ul>   |
| Self-management skills to:           | <ul style="list-style-type: none"> <li>manage own speed, timing and productivity.</li> </ul>  |

## Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

|  |  |
|--|--|
| <i>Environmental conditions</i> must ensure: | <ul style="list-style-type: none"> <li>appropriate:           <ul style="list-style-type: none"> <li>atmosphere</li> <li>humidity</li> <li>light</li> <li>packaging</li> </ul> </li> </ul> |
|--|--|

- temperature
- use of containers
- ventilation
- avoidance of damage to decorations.

## Unit Mapping Information

SITHPAT403 Model sugar based decorations

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITHPAT009 Model sugar-based decorations

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- design creative decorations for at least six different cakes or desserts
- use each of the following techniques at least once when modelling sugar-based decorations for different cakes and desserts:
  - pulling sugar
  - casting sugar
  - blowing sugar
- use each of the cookery methods in the knowledge evidence at least once when preparing sugar solutions
- produce above sugar-based decorations:
  - that are consistent in quality, size, shape and appearance
  - within commercial time constraints
  - reflecting required quantities to be produced
  - following procedures for food safety practices when handling and storing sugar products.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- culinary terms and trade names for:
  - ingredients commonly used to produce sugar-based decorations for cakes and desserts
  - classical and contemporary sugar-based decorations specified above for cakes and desserts
- types of designs commonly used for sugar-based decorations for cakes and desserts
- cookery methods for preparing sugar solutions:
  - combining ingredients
  - appropriate temperatures and cooking times
  - cooling methods and times
- historical and cultural derivations of a variety of sugar-based decorations for cakes and desserts

- mise en place requirements for modelling sugar-based decorations
- required consistency of sugar solution for pulling, blowing and casting
- shaping techniques for boiled sugar:
  - pouring into framework
  - free-flowing shapes
  - pouring into moulds
- causes of premature crystallisation of boiled sugar and methods to avoid it
- properties of the ingredients used and their interaction and changes during production
- temperature requirements, cooking times and techniques for pulling, casting and blowing sugar
- dangers of handling boiled sugar at high temperatures and methods to avoid injury:
  - avoiding drips and dribbles
  - covering exposed skin
  - ensuring all equipment has secure handles
  - using insulated pot rests
  - using protective gloves and mitts
- appropriate environmental conditions for storing sugar-based decorations to:
  - ensure food safety
  - optimise shelf life
- equipment used to prepare liquid sugar and to model sugar-based decorations for cakes and desserts:
  - essential features and functions
  - safe operational procedures
  - influence of cleanliness of equipment on the boiling process and quality outcome.

## Assessment Conditions

Skills must be demonstrated in an operational pastry kitchen. This can be:

- an industry workplace
- a simulated industry environment, such as a training kitchen servicing customers.

Assessment must ensure access to:

- fixtures and large equipment:
  - commercial grade work benches (1.5 m/person)
  - commercial refrigeration and freezer unit with shelving
  - double sinks with hot and cold water
  - gas or electric stove tops
  - marble bench or slab
  - microwave
  - proofer

- shelving
- small equipment:
  - acetate plastic sheets, baking sheets/paper, parchment paper and silicon paper
  - cutting boards
  - knives:
    - large serrated cake knives
  - ladles in a variety of sizes
  - measurers:
    - metric calibrated measuring jugs
  - mixers
  - piping bags and attachments
  - service-ware:
    - platters, dishes, and bowls
    - serving utensils
  - small utensils:
    - flour and drum sieves
    - strainers
    - spatulas
    - whisks:
      - fine stainless steel wire
      - coarse stainless steel wire
  - range of saucepans and pots for small and large production
  - scales (1 gram increments)
  - sets of stainless steel bowls
  - spoons:
    - wooden spoons
    - large plain and slotted metal spoons
  - storage containers and trays
- specific equipment for modelling sugar-based decorations:
  - airtight sugar display cases
  - assorted rings, moulds, and metal bars for poured and moulded sugar work
  - basket weave boards (round and oval shaped) complete with metal rods
  - blow torch
  - blowpipes
  - cake wheels
  - hair drier with cold air setting
  - hand pump for blowing sugar
  - heat-resistant disposable gloves for pulling and shaping sugar
  - heat-resistant plasticine
  - heating lamp with red or white light

- metal strapping
- modelling tools
- moulds
- patterns
- rubber mats
- saccharometer
- scissors
- shears
- silicon paper and mats
- small cooling fan
- sugar boilers
- sugar thermometers
- diverse and comprehensive range of commercial ingredients for modelling the sugar-based decorations for cakes and desserts specified in the performance evidence
- cleaning materials and equipment:
  - cleaning cloths
  - commercial cleaning and sanitising agents and chemicals for cleaning commercial kitchens, equipment and food storage areas
  - dustpans and brooms
  - garbage bins and bags
  - hand towel dispenser and hand towels
  - mops and buckets
  - separate hand basin and antiseptic liquid soap dispenser for hand washing
  - sponges, brushes and scourers
  - tea towels
- organisational specifications:
  - equipment manufacturer instructions
  - current commercial stock control procedures and documentation for ordering, monitoring and maintaining stock
  - food preparation lists
  - mise en place lists, standard recipes, and recipes for special dietary requirements
  - designs for sugar-based decorations for cakes and desserts
  - ordering and docketing paperwork
  - food safety plans
  - guidelines relating to food disposal, storage and presentation requirements
  - safety data sheets (SDS) for cleaning agents and chemicals.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:



- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# SITHPAT010 Design and produce sweet buffet showpieces

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to design and produce showpieces for display with sweet buffets. It requires the ability to make all individual decorative components from individual or combined sugar, chocolate, pastillage and marzipan materials and to assemble the complete showpiece for display.

It does not include the preparation of food items for buffets which is covered by the unit SITHCCC015 Produce and serve food for buffets.

The unit applies to hospitality and catering organisations that produce, display and serve specialist patisserie products, including hotels, restaurants and patisseries. The showpiece could be for a buffet that is one-off for a special event or function or a series of regular buffets offered by the organisation.

The preparation display of showpieces is a high order technical skill used by experienced patissiers who operate independently or with limited guidance from others.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## Pre-requisite Unit

SITXFSA001 Use hygienic practices for food safety

## Competency Field

Patisserie

## Unit Sector

Hospitality

## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential outcomes.

1. Design sweet buffet showpieces.
2. Select, prepare and use equipment.
3. Make showpiece components.
4. Assemble sweet buffet showpieces.

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1.Design showpieces appropriate for the occasion.
- 1.2.Select materials for individual decorative pieces.
- 1.3.Produce sketches of required forms and shapes.
- 1.4.Identify colours, decorations and supports.
- 1.5.Calculate and record required quantities of different ingredients for all decorative pieces.
- 1.6.Calculate production time and sketch a plan for producing the showpiece.
- 2.1.Select type and size of equipment suitable to requirements.
- 2.2.Safely assemble and ensure cleanliness of equipment before use.
- 2.3.Use equipment safely and hygienically according to manufacturer instructions.
- 3.1.Prepare framework or moulds for individual showpiece components.
- 3.2.Shape selected materials into desired forms, using appropriate techniques and artistic flair.
- 3.3.Choose decorations in appropriate materials, suitable for the occasion.
- 4.1.Assemble showpiece to achieve balance, proportion and optimum strength.
- 4.2.Display showpiece to complement the displayed food.
- 4.3.Decorate showpiece creatively to match the occasion and create customer appeal.
- 4.4.Evaluate presentation of finished showpiece and make adjustments.
- 4.5.Store showpiece in appropriate *environmental conditions*.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

### SKILLS

### DESCRIPTION

- Writing skills to:
- write basic plans for showpiece production.
- Oral communication skills to:
- express opinion about buffet showpieces, advising on presentation and most appropriate materials.
- Numeracy skills to:
- calculate production times for showpieces
  - calculate quantities of ingredients required for components of the showpieces.
- Initiative and enterprise skills to:
- develop creative ideas and explore a range of designs for showpieces.
- Planning and organising skills to:
- efficiently sequence the stages of showpiece preparation and assembly.
- Self-management skills to:
- manage own speed, timing and productivity.

## Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

- Environmental conditions** must ensure:
- appropriate:
    - atmosphere
    - humidity
    - light
    - packaging
    - temperature
    - use of containers
    - ventilation
  - protecting showpieces from exposure to:
    - dust and dirt
    - heating or air conditioning.

## Unit Mapping Information

SITHPAT404 Design and produce sweet buffet showpieces

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITHPAT010 Design and produce sweet buffet showpieces

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- design, produce and assemble three sweet buffet showpieces, each containing at least two different components and using each of the following materials at least once when making the above decorative components, either individually or in combination:
  - chocolate
  - marzipan
  - pastillage
  - sugar
- produce and assemble the above sweet buffet showpieces:
  - within commercial time constraints
  - reflecting required quantities to be produced
  - following procedures for food safety practices.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- culinary terms and trade names for:
  - ingredients commonly used to produce showpiece components
  - classical and contemporary showpiece components specified in the performance evidence
- historical and cultural derivations of a variety of showpiece components for sweet buffets
- types of designs used for the sweet buffet showpieces specified in the performance evidence
- mise en place requirements for producing sweet buffet showpieces
- cookery methods for preparing showpiece materials specified in the Performance Evidence
- properties of the ingredients used in the showpieces and their interaction and changes during production
- techniques used to:
  - handle and mould chocolate, pastillage and marzipan, individually and in combination

- blow, cast or pull sugar
- assemble the entire sweet buffet showpiece
- appropriate environmental conditions for storing showpieces and their components to:
  - ensure optimum appearance
  - optimise shelf life
- safe operational practices using essential functions and features of equipment used to produce showpiece components and assemble the entire showpiece.

## Assessment Conditions

Skills must be demonstrated in an operational pastry kitchen. This can be:

- an industry workplace
- a simulated industry environment, such as a training kitchen servicing customers.

Assessment must ensure access to:

- fixtures and large equipment:
  - commercial grade work benches (1.5 m/person)
  - commercial refrigeration and freezer unit with shelving
  - double sinks with hot and cold water
  - gas or electric stove tops
  - marble bench or slab
  - microwave
  - storage facilities:
    - shelving
    - trays
- small equipment:
  - acetate plastic sheets, baking sheets/paper, parchment paper and silicon paper
  - cutting boards
  - knives
  - ladles in a variety of sizes
  - measurers:
    - metric calibrated measuring jugs
  - mixers
  - piping bags and attachments
  - service-ware:
    - platters, dishes, and bowls
    - serving utensils
  - small utensils:
    - flour and drum sieves
    - strainers

- spatulas
- whisks:
  - fine stainless steel wire
  - coarse stainless steel wire
- range of saucepans and pots for small and large production
- scales (1 gram increments)
- sets of stainless steel bowls
- spoons:
  - wooden spoons
  - large plain and slotted metal spoons
- specific equipment for producing sweet buffet showpieces:
  - air brush kit complete with alcohol-based colours
  - airtight display cases, domes and containers
  - aluminium rolling pin
  - calcium carbonate, pure alcohol, tartaric acid (stored in bottle with eye dropper lid) and quicklime
  - doilies
  - fine icing sugar sieves
  - fine paint brushes
  - fine piping tubes
  - firm wire and pliers
  - food handler gloves
  - hair drier with cold air setting
  - heat-resistant disposable gloves for pulling and shaping sugar
  - heat-resistant plasticine
  - large and small scissors
  - marzipan modelling tools
  - moulds:
    - metal or silicon leaf moulds
    - novelty shapes
    - plastic and metal egg moulds
    - silicon rubber novelty moulds and shapes
  - multi-tier, platters and mirrors, cake boards, socles and decorative cloths
  - nougat lacquer and sugar colours, water-based, paste colours, powdered colours or alcohol colours
  - polystyrene boxes and satay sticks or tooth picks
  - round and oval-shaped basket weave boards complete with metal rods
  - silicon paper and mats
  - small cooling fan
  - small very fine strainers



- specific equipment for pastillage:
  - cutters
  - dried starch
  - moulds
  - sandpaper
  - scalpels
  - stencils
  - wood saw
- specific equipment for preparing chocolate showpieces:
  - chocolate carving tools
  - chocolate spray gun kit
  - chocolate thermometer
  - dipping forks
  - gold leaf
  - pasta machine for modelling chocolate
  - plastic acetate sheets
  - wooden boards
- spirit burners with wicks and methylated spirits
- textured rolling pin
- equipment for storage of showpieces:
  - cool rooms
  - temperature controlled display cabinets
- diverse and comprehensive range of commercial ingredients for producing the sweet buffet showpieces specified in the performance evidence
- cleaning materials and equipment:
  - cleaning cloths
  - commercial cleaning and sanitising agents and chemicals for cleaning commercial kitchens, equipment and food storage areas
  - dustpans and brooms
  - garbage bins and bags
  - hand towel dispenser and hand towels
  - mops and buckets
  - separate hand basin and antiseptic liquid soap dispenser for hand washing
  - sponges, brushes and scourers
  - tea towels
- organisational specifications:
  - equipment manufacturer instructions
  - current commercial stock control procedures and documentation for ordering, monitoring and maintaining stock
  - food preparation lists

- mise en place lists, standard recipes, and recipes for special dietary requirements
- sweet buffet showpiece designs
- ordering and docketing paperwork
- food safety plans
- guidelines relating to food disposal, storage and presentation requirements
- safety data sheets (SDS) for cleaning agents and chemicals.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied this unit of competency.

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# SITGDE001 Interpret aspects of local Australian Indigenous culture

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to share information about a specific local Australian Indigenous culture. It is this localised focus that distinguishes this unit from SITGDE007 Research and share information on Australian Indigenous cultures.

The unit recognises that there is no single Australian Indigenous culture and emphasises the importance of local cultural knowledge, appropriate behaviour and local community consultation.

This unit applies to those people who are able to share local Australian Indigenous cultural knowledge with others. They may work at many different levels, as cultural knowledge has no direct relationship with organisational levels of responsibility.

The local Australian Indigenous cultural knowledge necessary to achieve competency in this unit may only be accessible to those individuals who identify as elders or who are authorised by local elders on behalf of their communities.

There are many different Indigenous language groups in Australia, therefore the focus of cultural interpretation will vary and should ultimately be decided in consultation with elders on behalf of the local community.

Tour guides, residing anywhere in Australia, are required to undertake training and assessment prescribed by Parks Australia to guide within Kakadu and Uluru–Kata Tjuta National Parks in the Northern Territory.

When working in Queensland, all guides, regardless of their place of residence, are subject to the Queensland Tourism Services Act 2003.

No other occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## Pre-requisite Unit

Nil

## Competency Field

Guiding

## Unit Sector

Tourism

## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential outcomes.

1. Consult with local Australian Indigenous community.
2. Share information about local Australian Indigenous culture.

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1.Liaise with community members regarding tourism activities, and ways in which cultural information can be used to make these activities authentic to the local area.
- 1.2.Prepare for and conduct activities according to the needs and wishes of the local Australian Indigenous community.
- 1.3.Identify potential conflicts with the local Australian Indigenous community and seek solutions.
- 2.1.Share an appropriate level of information about aspects of Australian Indigenous culture with customers.
- 2.2.Advise customers about culturally appropriate behaviour.
- 2.3.Show respect for Australian Indigenous cultures and values through appropriate behaviour during activities.
- 2.4.Show customers traditional and contemporary practices when appropriate.
- 2.5.Use local language and share with customers when appropriate.
- 2.6.Invite customers to actively participate and share in the Australian Indigenous cultural experience when appropriate.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| SKILLS              | DESCRIPTION   |
|---------------------|---|
| Writing skills to:  | <ul style="list-style-type: none"><li>• make notes about Australian Indigenous culture, to share with others.</li></ul>   |
| Learning skills to: | <ul style="list-style-type: none"><li>• develop own knowledge and understanding of Australian Indigenous cultures.</li></ul>  |
| Teamwork skills to: | <ul style="list-style-type: none"><li>• work effectively with the local Australian Indigenous community or with those who are authorised by elders on behalf of the community with regard to the preparation of appropriate information and activities.</li></ul> |

## Unit Mapping Information

SITTGDE101 Interpret aspects of local Australian Indigenous culture

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITTGDE001 Interpret aspects of local Australian Indigenous culture

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- liaise with local Australian Indigenous community elders or persons approved by relevant local Indigenous community elders on at least three occasions and in a culturally appropriate manner to identify acceptable protocols for sharing aspects of local Indigenous culture with others
- share information on aspects of local Australian Indigenous culture with customers on at least three different occasions and at three different sites.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- culturally acceptable practices and protocols within a specific local Australian Indigenous community that address:
  - the type of information that can be shared
  - who can give information
  - who can receive the information
  - what activities are appropriate
  - who should be involved in activities
- aspects of a specific local Australian Indigenous culture as appropriate to specific community:
  - art
  - bush foods and medicine
  - dance
  - music
  - storytelling
  - tools and implements
- copyright and intellectual property issues associated with providing information about local Australian Indigenous cultures.

## Assessment Conditions

Skills must be demonstrated in an Australian Indigenous tourism environment. This can be:

- an industry workplace where research is conducted and shared on Australian Indigenous cultures
- a simulated activity involving the researching and sharing of information on Australian Indigenous cultures.

Assessment must ensure access to:

- sites where Indigenous cultural experiences take place:
  - cultural centre
  - gallery
  - natural setting
- involvement of relevant local Indigenous community elders or persons approved by relevant local Indigenous community elders in the assessment process
- customers with whom the individual can interact; these can be:
  - customers in an industry workplace who are assisted by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in the tourism industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## **SITTGDE002 Work as a guide**

### **Modification History**

Not applicable.

### **Application**

This unit describes the performance outcomes, skills and knowledge required to work effectively as a guide. It covers key legal, ethical, safety, environmental and professional development issues that guides must consider in their day-to-day work.

This unit applies to guides who may work across multiple industry sectors as employees, volunteers, or independent contractors. They may operate within a single site, or in a particular city, region or tourist precinct, but often move across sites, cities and regions.

Guides apply discretion and judgement within established organisational procedures, and when guiding a tour or activity they take a lead role without supervision. Sometimes guides are the owner-operators of small tour operations.

Tour guides, residing anywhere in Australia, are required to undertake training and assessment prescribed by Parks Australia to guide within Kakadu and Uluru–Kata Tjuta National Parks in the Northern Territory.

When working in Queensland, all guides, regardless of their place of residence, are subject to the Queensland Tourism Services Act 2003.

No other occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### **Pre-requisite Unit**

Nil

### **Competency Field**

Guiding



## Unit Sector

Tourism

## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential outcomes.

1. Plan guiding activity.

2. Communicate with tourism industry operators.

3. Guide tours or activities.

4. Develop guiding skills and knowledge.

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1.1. Identify key guide information sources and contacts.

1.2. Review required roles and responsibilities for prospective guiding activity.

1.3. Plan resource, labour and logistical aspects of the guiding activity.

1.4. Use industry knowledge and guide networks to enhance the quality of guiding services provided to customers.

2.1. Liaise with internal and external stakeholders to organise all aspects of the guiding activity.

2.2. Achieve mutual understanding and agree on details relevant to guiding activities.

2.3. Provide accurate information and explanations about customer requirements and special requests.

2.4. Identify nature and key facts of operational problems and provide appropriate solutions in consultation with tourism operator.

3.1. Conduct guiding activities according to legal, industry and safety requirements.

3.2. Actively participate in risk assessment as an integral part of work activities.

3.3. Take account of ethical considerations for particular contexts.

3.4. Support sustainable work practices.

4.1. Identify and use opportunities to update knowledge and skills required by guides.

4.2. Maintain knowledge of technologies used by guides.

4.3. Identify and access sources of guide support when required.

4.4. Share knowledge with colleagues to enhance quality of service provided to customers.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| <b>SKILLS</b>                        | <b>DESCRIPTION</b>  |
|--------------------------------------|---|
| Reading skills to:                   | <ul style="list-style-type: none"><li>• read and interpret industry codes of practice and regulations.</li></ul>  |
| Writing skills to:                   | <ul style="list-style-type: none"><li>• complete risk assessment documentation.</li></ul>   |
| Problem-solving skills to:           | <ul style="list-style-type: none"><li>• evaluate legal, ethical, safety and sustainability issues and requirements for guiding activities</li><li>• make decisions on appropriate behaviours and actions.</li></ul> |
| Initiative and enterprise skills to: | <ul style="list-style-type: none"><li>• make contingency plans when required, to deal with unexpected circumstances.</li></ul>  |
| Teamwork skills to:                  | <ul style="list-style-type: none"><li>• work effectively with industry operators.</li></ul>   |

## Unit Mapping Information

SITTGDE301 Work as a guide

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITTGDE002 Work as a guide

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- plan and conduct three guiding activities with different customers or groups which involve:
  - liaising with one or more tourism industry operators
  - identifying potential operational problems and appropriate solutions
  - incorporating client requirements and special requests
- undertake a full risk assessment for each of the above guiding activities that:
  - identifies inherent risks
  - identifies hazards
  - reports on hazards
- demonstrate how legal, ethical, safety and sustainability requirements have been met in the planning of each of the above guiding activities.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- interrelationship between tour operations and wholesaling sectors and the role of guiding in the tourism industry
- cultural considerations in dealing with industry colleagues, customers, suppliers and local communities
- roles and responsibilities for guides, and the specific roles of each of these guides:
  - adventure guides
  - city hosts
  - driver guides
  - meet and greet guides
  - site guides
  - tour guides
  - tour managers
- roles and services provided to guides by peak guiding bodies and industry associations to assist in developing guiding knowledge
- industry and legal compliance requirements that affect guiding operations:

- consumer protection laws
- occupational licensing and industry accreditation
- contents of various guiding codes of conduct or practice and the impacts of non-compliance
- public liability and the guide's duty of care
- environmental laws
- permit requirements for operating in protected areas
- Queensland Tourism Services Act 2003 requirements for guides when working in Queensland
- work health and safety
- different types of technologies and their uses:
  - presentation technologies
  - radio-frequency identification (RFID) codes for handheld devices
  - social networking
- opportunities to update own knowledge as a guide:
  - familiarisation tours
  - industry seminars
  - participation in industry accreditation schemes
  - participation or membership in professional guide associations
  - research
  - social networking
  - training courses
- tourism operators that work in collaboration with guides:
  - inbound tour operators
  - other guides
  - retail outlets:
    - factory outlets
    - opal or souvenir outlets
    - tax free stores
  - suppliers of any tourism product or service that is a component of the touring itinerary:
    - accommodation providers
    - airlines
    - attraction or theme parks
    - coach companies
    - cultural sites
    - event venues
    - food and beverage outlets
    - tour operators and cruise operators
- safety issues that affect guiding operations in particular contexts, particularly those related to customer safety in different environments

- ethical considerations for guides:
  - compliance with industry codes of conduct
  - cultural considerations
  - dealings with local communities
  - dealings with Indigenous communities
  - provision of services as promoted or confirmed
  - relationships with industry colleagues, customers and suppliers
  - avoiding unconscionable conduct
- sustainable work practices includes considerations for:
  - economic:
    - business profitability
  - environmental:
    - minimal impact practices
    - waste minimisation
  - social:
    - host community interactions
    - Australian Indigenous contexts.

## Assessment Conditions

Skills must be demonstrated in an operational guiding environment. This can be:

- a real guiding activity
- a simulated industry environment or activity.

Assessment must ensure access to:

- environments in which guiding activities take place:
  - tourist attractions
  - visitor sites
  - on board various forms of transportation
- organisational specifications:
  - codes of conduct
  - procedures for liaising with tourism industry operators that are involved in the operation of guided activities
  - running sheets for tours and activities
  - incident report templates
  - passenger lists
  - risk assessment template
- microphone
- props and signage

- customer groups of a size and nature that reflect the commercial environment in which the guide operates
- tourism industry operators with whom the individual can interact; these can be:
  - those involved in organising a tour or activity who interact with the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities set up for the purpose of assessment in an operational touring context
- participants undertaking a tour or activity for whom the individual can act as guide; participants can be:
  - those participating in a tour or activity who interact with the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities set up for the purpose of assessment in an operational touring context.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## SITTGDE003 Provide arrival and departure assistance

### Modification History

Not applicable.

### Application

This unit describes the performance outcomes, skills and knowledge required to provide assistance to customers between transport terminals and accommodation. It requires the ability to check customer arrival and departure information, reconfirm all operational aspects of transportation and accommodation, and provide customers with accurate information.

This unit applies to tour operations, tour wholesaling, event and accommodation sectors. Arrival and departure assistance may be provided at international or domestic transport terminals and could be for groups or individual travellers.

This job function requires the use of discretion and judgement within predefined organisational procedures; it applies to individuals working independently with limited supervision. This could include tour guides, tour managers, coach captains and hire car drivers.

Tour guides, residing anywhere in Australia, are required to undertake training and assessment prescribed by Parks Australia to guide within Kakadu and Uluru–Kata Tjuta National Parks in the Northern Territory.

When working in Queensland, all guides, regardless of their place of residence, are subject to the Queensland Tourism Services Act 2003.

No other occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### Pre-requisite Unit

Nil

### Competency Field

Guiding

## Unit Sector

Tourism

## Elements and Performance Criteria

### ELEMENTS

### PERFORMANCE CRITERIA

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1. Conduct arrival transfers for groups or individuals.</li> </ol>    | <ol style="list-style-type: none"> <li>1.1. Check customer arrival information, and take action to deal with alterations or delays.</li> <li>1.2. Confirm transport details with transport supplier.</li> <li>1.3. Use identification techniques so customers can locate the guide at the transport terminal.</li> <li>1.4. Make safe and appropriate use of terminal facilities.</li> <li>1.5. Record arrivals, no-shows and other comments on relevant documentation.</li> <li>1.6. Establish and monitor baggage arrangements prior to customer arrival.</li> <li>1.7. Ensure correct number of baggage pieces and passengers are transported using appropriate check-in procedures.</li> <li>1.8. Follow established procedures for lost baggage.</li> </ol> |
| <ol style="list-style-type: none"> <li>2. Deliver arrival information to customers.</li> </ol>               | <ol style="list-style-type: none"> <li>2.1. Greet customers in a manner that encourages a positive response towards the guide, company, region and Australia in general.</li> <li>2.2. Provide customers with correct and adequate information and advice to introduce them to the local area.</li> </ol>  |
| <ol style="list-style-type: none"> <li>3. Check-in groups and individuals at accommodation.</li> </ol>       | <ol style="list-style-type: none"> <li>3.1. Brief customers on accommodation check-in procedures.</li> <li>3.2. Offer friendly and efficient assistance with accommodation check in or facilitate check-in on behalf of customers.</li> <li>3.3. Liaise with accommodation staff during check-in to minimise any communication difficulties.</li> </ol>  |
| <ol style="list-style-type: none"> <li>4. Conduct departure transfers for groups and individuals.</li> </ol> | <ol style="list-style-type: none"> <li>4.1. Verify departure details in advance of transfer and take action to respond to variations.</li> <li>4.2. Organise customer departure to minimise disruption and take account of safety issues.</li> <li>4.3. Check details of departing passengers and ensure all are accounted for.</li> <li>4.4. Check baggage prior to departure using procedures that ensure no items are left behind.</li> </ol>   |



- 4.5. Advise customers to check belongings prior to departure.
- 4.6. Advise customers on transport terminal departure procedures, including safety requirements.
- 4.7. Obtain feedback on products and services from customers and relay information to relevant people.
- 4.8. Offer friendly and efficient assistance with transport check-in or facilitate check-in on behalf of customers.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| SKILLS                               | DESCRIPTION  |
|--------------------------------------|--|
| Reading skills to:                   | <ul style="list-style-type: none"> <li>• interpret tourism industry terminology, terminal and transport codes.</li> </ul>  |
| Writing skills to:                   | <ul style="list-style-type: none"> <li>• record accurate customer arrival and departure information.</li> </ul>  |
| Numeracy skills to:                  | <ul style="list-style-type: none"> <li>• understand and provide information on scheduled arrivals and departure times by converting between 24-hour and 12-hour clock.</li> </ul>                      |
| Learning skills to:                  | <ul style="list-style-type: none"> <li>• update knowledge on availability of services in travel destinations and local area.</li> </ul>  |
| Problem-solving skills to:           | <ul style="list-style-type: none"> <li>• identify, resolve or report typical operational challenges with arrival and departure transfers.</li> </ul>   |
| Initiative and enterprise skills to: | <ul style="list-style-type: none"> <li>• make contingency arrangements when issues arise causing changes to arrival or departure times.</li> </ul>   |
| Teamwork skills to:                  | <ul style="list-style-type: none"> <li>• work effectively with colleagues in transport terminals and accommodation venues to provide smooth check-in and departure assistance to customers.</li> </ul> |

## Unit Mapping Information

SITTGDE302 Provide arrival and departure assistance

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITTGDE003 Provide arrival and departure assistance

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- coordinate and provide assistance to customers for at least three arrivals and three departures in a transport terminal
- provide local arrival and departure information to above customers on the following as appropriate:
  - accommodation facilities
  - geography of hotel and immediate vicinity
  - accommodation check-in procedures
  - forthcoming tour arrangements
  - local time and weather forecast
  - money exchange rates and available facilities
  - overview of destination information
  - tipping
  - transfer check-in procedures
  - transfer procedures
  - welcome and introduction
- follow correct procedures at accommodation venues to assist above customers with check-ins and check-outs.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- procedures for arrivals:
  - identification techniques used within transport terminals
  - baggage collection procedures
  - lost baggage procedures
- procedures for departures:
  - duty free requirements
  - group check-in
  - outgoing passenger cards

- oversize or excess luggage check-in
- tax refund procedures
- types of transport terminals:
  - air charter facilities
  - airports
  - bus and coach terminals
  - shipping ports or cruise terminals
  - train stations
- main arrival and departure points and passenger facilities available in transport terminals within the local area
- accommodation check-in procedures:
  - credit card imprint
  - documentation requirements
  - group check-in
  - loyalty membership verification
  - special requests
- formats for standard customer travel documentation and terminology used in:
  - accommodation and transfer vouchers
  - operational documentation
  - rail, air, cruise and coach tickets
  - use of 24-hour clock
- legal obligations of tour operators and guides when providing arrival and departure assistance:
  - public liability
  - specific tour related relevant information
  - duty of care
- safety issues when providing arrival and departure assistance at transport terminals and accommodation venues relating to:
  - baggage as trip hazards
  - parking of transfer vehicles
  - safe loading and unloading of baggage and passengers from vehicles
  - safe movement of people, traffic, parking, and crowd control
  - traffic considerations
- security requirements for:
  - customers' personal security
  - storage of luggage
  - transfer vehicles.

## Assessment Conditions

Skills must be demonstrated in operational transport terminals or an accommodation environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- transport used by local industry for the conduct of transfers
- accommodation venues used by local industry
- customer and operational arrival and departure information and requirements
- documentation that refers to customer arrival and departure times and schedules
- customer groups of a size and nature that reflect the commercial environment in which the guide operates
- tourism industry operators with whom the individual can interact; these can be:
  - those involved in performing check-in and check-out duties at an accommodation facility, who interact with the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities set up for the purpose of assessment in an operational touring context
- customers for whom the individual can act as guide; these can be:
  - those participating in a tour or activity requiring arrival or departure assistance, who interact with the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities set up for the purpose of assessment in an operational touring context.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## SITTGDE004 Lead tour groups

### Modification History

Not applicable.

### Application

This unit describes the performance outcomes, skills and knowledge required to coordinate a tour group. It focuses on the communication and leadership skills required by guides, and the ability to coordinate the physical movement of groups.

This unit can apply to any situation where a guide or tour manager is involved in delivering a tour or activity to a group of customers. This could include tours of single sites or tours that include multiple products and sites.

It is relevant in industries where group tours or activities take place in museums, galleries, libraries, places of historical or cultural significance, performing arts centres or zoos; to sport and recreation industries where groups participate in outdoor and adventure activities, such as guided bushwalking; and to any industry that operates tours for business or promotional purposes.

Leading tour groups requires organisational and communication skills and guides who perform this function operate independently or with limited guidance from others.

Tour guides, residing anywhere in Australia, are required to undertake training and assessment prescribed by Parks Australia to guide within Kakadu and Uluru–Kata Tjuta National Parks in the Northern Territory.

When working in Queensland, all guides, regardless of their place of residence, are subject to the Queensland Tourism Services Act 2003.

No other occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### Pre-requisite Unit

Nil

## Competency Field

Guiding

## Unit Sector

Tourism

## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential outcomes.

1. Coordinate group movements.

2. Encourage group morale and goodwill.

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1.Maintain tour schedule through effective communication with group.
  - 1.2.Use techniques to promptly attract group attention when required.
  - 1.3.Courteously advise group about ways in which minimum disruption and disturbance can be caused to other people and environment.
  - 1.4.Complete physical group movements in an orderly manner, checking group numbers at appropriate times.
  - 1.5.Advise group members of procedures if individuals become separated from the group.
  - 1.6.Provide instructions in a manner and pace appropriate to the group and encourage members to seek clarification where necessary.
  - 1.7.Locate lost or late group members, ensure they re-join the group and are reminded of need to comply with group movements in future.
- 2.1.Use techniques to build group cohesion during the tour.
  - 2.2.Balance needs of individuals and group in the conduct of the tour.
  - 2.3.Respond to problems in a manner likely to optimise the goodwill and morale of the group.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

**SKILLS****DESCRIPTION**

Oral communication skills to:

- brief group members clearly about tour or activity movements
- build group cohesion through use of effective interpersonal communication
- respond to and minimise the impact of interpersonal problems between group members.

Problem-solving skills to:

- respond to and resolve operational problems.

Teamwork skills to:

- facilitate group cohesion during tour.

Planning and organising skills to:

- coordinate practical aspects of moving groups of people.

**Unit Mapping Information**

SITTGDE303 Lead tour groups

**Links**

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>



# Assessment Requirements for SITTGDE004 Lead tour groups

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- coordinate and lead at least three tours with different customer groups from among the following durations:
  - short tours (three hours or less)
  - half or full day tours
  - overnight tours
  - extended tours (two or more nights)
- demonstrate use of techniques to build group cohesion during each of the above tours.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- techniques to build group cohesion:
  - encouraging interaction between group members
  - focusing the group on shared activities
  - use of group activities or games
  - inviting individuals to address the group
  - using seat rotation systems
  - using the skills of individual group members in the operation of the tour
- organisational procedures for locating lost or late group members and coordinating reunion with the group
- minimal impact practices relevant to the specific site or location where each tour is conducted
- types of conflict, people management issues and group problems (interpersonal and operational) likely to arise in a group touring situation:
  - typical causes
  - appropriate responses.

## Assessment Conditions

Skills must be demonstrated in an operational touring environment that reflects the nature of tours commercially available in the relevant city or region. This can be:

- a commercial environment where tour guide activities are conducted
- a simulated commercial environment or activity where tour guide activities are conducted.

Assessment must ensure access to:

- organisational specifications:
  - running sheets for tours and activities
  - incident report templates
  - passenger lists
- real or simulated touring activities
- microphone
- props and signage
- customer groups of a size and nature that reflect the commercial environment in which the guide operates
- participants undertaking a tour or activity for whom the individual can act as guide; participants can be:
  - those participating in a tour or activity who interact with the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities set up for the purpose of assessment in an operational touring context.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## **SITGDE005 Prepare and present tour commentaries or activities**

### **Modification History**

Not applicable.

### **Application**

This unit describes the performance outcomes, skills and knowledge required to construct commentaries or activities and to use effective interpretation and presentation techniques to ensure customer participation and enjoyment in tours or activities. Guides may be presenting generalist or specialist information.

It is relevant in industries where group tours or activities take place in museums, galleries, libraries, places of historical or cultural significance, performing arts centres or zoos; to sport and recreation industries where groups participate in outdoor and adventure activities, such as guided bushwalking; and to any industry that operates tours for business or promotional purposes.

This unit applies in any context where individuals develop and present commentaries or activities that involve creative approaches to the preparation and delivery of information. Guides of all types working independently with limited supervision undertake this role.

Tour guides, residing anywhere in Australia, are required to undertake training and assessment prescribed by Parks Australia to guide within Kakadu and Uluru–Kata Tjuta National Parks in the Northern Territory.

When working in Queensland, all guides, regardless of their place of residence, are subject to the Queensland Tourism Services Act 2003.

No other occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### **Pre-requisite Unit**

Nil

## Competency Field

Guiding

## Unit Sector

Tourism

## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential outcomes.

1. Prepare commentaries or activities for presentation to customers.
2. Present commentaries or activities to customers.
3. Interact with customers.

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Select and evaluate information to meet needs of specific customers, operational contexts and timing restrictions.
- 1.2. Select or develop themes as a basis for commentaries or activities.
- 1.3. Construct commentaries or activities to maximise potential for enjoyment and learning.
- 1.4. Organise support materials in advance of tour or activity.
- 1.5. Prepare interpretive information tailored to specific audiences.
- 2.1. Use interpretive and presentation techniques to combine entertainment and learning to enhance customer experience.
- 2.2. Present current, accurate and relevant information in a logical order.
- 2.3. Present information of appropriate depth and breadth using language suited to the group.
- 2.4. Pace presentation according to timing requirements and operational context.
- 2.5. Use equipment and resources and identify and report any equipment defects promptly.
- 2.6. Maintain communication with colleagues as required by specific tour or activity circumstances.
- 2.7. Implement contingency plans when unexpected events occur and amend presentation format, order or structure to minimise impact on customer enjoyment.
- 3.1. Encourage customer participation within safety requirements.
- 3.2. Invite and respond to questions and feedback, ensuring involvement of whole group.

3.3. Where the answer to a question is not known, offer to supply the answer at a future time, or refer to other information sources.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| SKILLS                             | DESCRIPTION   |
|------------------------------------|---|
| Reading skills to:                 | <ul style="list-style-type: none"><li>research and analyse potentially complex information and adapt this for effective presentation.</li></ul> |
| Writing skills to:                 | <ul style="list-style-type: none"><li>plan and structure cohesive presentations.</li></ul>  |
| Oral communication skills to:      | <ul style="list-style-type: none"><li>engage with group members in a positive manner to build rapport.</li></ul>                                |
| Teamwork skills to:                | <ul style="list-style-type: none"><li>facilitate group participation throughout tour or activity.</li></ul>                                     |
| Planning and organising skills to: | <ul style="list-style-type: none"><li>structure and time presentations according to tour needs and the demographics of the group.</li></ul>     |

## Unit Mapping Information

SITTGDE304 Prepare and present tour commentaries or activities

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## Assessment Requirements for SITTGDE005 Prepare and present tour commentaries or activities

### Modification History

Not applicable.

### Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- prepare and present at least three tour commentaries or activities to different groups of customers, which relate to one of the following subject areas:
  - arts
  - built environments
  - history and heritage
  - industrial operations
  - natural environment:
    - flora
    - fauna
    - landscape
  - social environment
  - sport or recreation
- use interpretive and presentation techniques to present commentaries or activities in a manner that:
  - is engaging, entertaining and informative
  - demonstrates knowledge of relevant subject matter
- complete above activities within commercial duration and timeframes that reflect local industry product and practice.

### Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- techniques for structuring commentaries and activities
- subject matter being presented, which will vary according to context, specified in the performance evidence
- role and use of the following presentation and interpretive techniques:
  - body language
  - games and activities
  - humour

- positioning
- role play
- sensory awareness exercises
- storytelling
- visual aids and props
- voice techniques
- characteristics of customers that can affect their needs in relation to tour activities:
  - age
  - cultural background
  - educational level
  - geographic origin
  - physical factors impacting participation:
    - hearing impairment
    - problems with mobility
    - visual impairment
  - special interests and requested coverage
- appropriate organisational contingency plans to address:
  - changed access arrangements
  - customer health, accident or behavioural issues
  - equipment or system failure
  - natural environment issues.

## Assessment Conditions

Skills must be demonstrated in an operational touring environment that reflects the nature of tours commercially available in the relevant city or region. This can be:

- an industry workplace where tour commentaries are prepared and presented
- a simulated activity or role play where tour commentaries are prepared and presented.

Assessment must ensure access to:

- sources of information to prepare commentaries or activities
- organisational specifications:
  - running sheets for tours and activities
  - incident report templates
  - passenger lists
- real or simulated touring activities
- microphone
- props and signage
- customer groups of a size and nature that reflect the commercial environment in which the guide operates

- participants undertaking a tour or activity for whom the individual can act as guide; participants can be:
  - those participating in a tour or activity who interact with the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities set up for the purpose of assessment in an operational touring context.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>



# **SITTGDE006 Develop and maintain the general and regional knowledge required by guides**

## **Modification History**

Not applicable.

## **Application**

This unit describes the performance outcomes, skills and knowledge required to research information on Australia and local regions for presentation to customers. It requires broad general knowledge of Australia plus some regional and location-specific knowledge. It highlights the need for ongoing research to update and expand knowledge.

This unit applies to all guides regardless of the context in which they work. Wherever guides are located or travel, they must maintain and expand their general knowledge base as a key professional development activity. In this context, they work independently or under limited guidance from others.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## **Pre-requisite Unit**

Nil

## **Competency Field**

Guiding

## **Unit Sector**

Tourism

## **Elements and Performance Criteria**

### **ELEMENTS**

Elements describe the essential outcomes.

### **PERFORMANCE CRITERIA**

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Research information on Australia and local region.
  - 1.1. Identify subjects of potential customer interest based on direct contact with customers and consultation with industry colleagues.
  - 1.2. Identify key information sources used by guides.
  - 1.3. Evaluate credibility and reliability of information sources.
  - 1.4. Select and use formal and informal research techniques to access current, accurate and relevant information about Australia and local region.
  - 1.5. Obtain information in a culturally appropriate way.
2. Prepare information for guiding activities.
  - 2.1. Identify themes and messages from research to meet specific customer needs.
  - 2.2. Select and organise information to reflect needs of customers and the way in which information may be presented during a guiding activity.
3. Update general knowledge of Australia and local region.
  - 3.1. Identify and use opportunities to maintain currency of general knowledge about Australia and local region.
  - 3.2. Proactively seek opportunities to enhance and expand own knowledge base.
  - 3.3. Incorporate updated and expanded knowledge into guiding activities.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| SKILLS                     | DESCRIPTION  |
|----------------------------|--|
| Reading skills to:         | <ul style="list-style-type: none"><li>• research and interpret general information on Australia, specific regions and locations.</li></ul> |
| Writing skills to:         | <ul style="list-style-type: none"><li>• organise ideas and facts in a logical manner for presentation purposes.</li></ul>                  |
| Problem-solving skills to: | <ul style="list-style-type: none"><li>• determine what information is relevant to specific guiding contexts.</li></ul>                     |
| Self-management skills to: | <ul style="list-style-type: none"><li>• take responsibility for ongoing development of knowledge.</li></ul>                                |
| Technology skills to:      | <ul style="list-style-type: none"><li>• use online research systems.</li></ul>   |

## Unit Mapping Information

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

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITTGDE006 Develop and maintain the general and regional knowledge required by guides

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- undertake research and develop a series of six individual presentations for use in a guiding activity
- individual presentations must:
  - demonstrate broad knowledge of subject area
  - use credible and reliable sources of information
  - relate to different subject areas from the aspects of Australia in general and specific aspects of local region listed in the knowledge evidence
  - incorporate interpretive themes and messages that may be adapted to the needs of different groups
  - organise information in a logical and suitable manner for presentation.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- role of interpretation in creating a powerful customer experience
- information sources frequently used by guides:
  - artworks
  - events
  - exhibitions
  - experiences (of self or others)
  - films
  - images
  - internet
  - music
  - other people:
    - local experts
    - traditional owners
  - performances
  - presentations

- professional associations
- printed texts:
  - books
  - journals
  - magazines
  - newspapers
- technical information
- aspects of Australia in general and specific aspects of local region covering:
  - agriculture (Australia's history as a primary producer, key products of Australia, current issues, past and current agricultural aspects of the local region)
  - architecture (key buildings, their heritage and current use, and structures both in Australia and the local area)
  - art, theatre, music and literature (key Australian performers, writers and artists, major works by Australians and major cultural events)
  - climate (weather patterns, including any extreme conditions, impact of climate on lifestyle and stories associated with climate in a local area)
  - cultural elements (overview of Indigenous cultures within Australia, different cultures within Australia and the local area, cultural activities and local customs)
  - current events in Australia and the local region
  - economy (overview of current state of the economy, and key features of the local economy and local industry)
  - education (overview of school and higher education systems and comparison of systems to those of other countries or states)
  - flora and fauna (overview of native flora and fauna, their characteristics and key locations)
  - food (local dishes and produce)
  - geography and geology (major land formations, landmarks, natural attractions and their key features for both Australia and the local region)
  - government and politics (general structure, political parties, major political figures, and current federal, state and local political issues)
  - history (historical development of Australia and the local region, major historical events and prominent individuals, key dates and overview of Australian Indigenous history)
  - lifestyle (key features of the day-to-day living patterns of Australians and local people, and family and social customs)
  - natural environment and tourism (how the environment is a tourism asset, impacts of tourism on the environment, and land management in Australia including the role of national parks)
  - religion (religious make-up of Australia and the local area, and aspects of religious practices)
  - science and technology (Australia's contribution both past and present, prominent individuals and key discoveries)
  - shopping (key locations and local products)

- sport (main Australian sporting activities, Australia's sporting record, local sporting focus, sporting facilities and sporting comparisons with other countries or areas)
- trade (key exports and main trading partners)
- transport (main transport systems, usage of different forms of transport across Australia, and current transport within the local region)
- tourism services and local facilities of interest to visitors (currency exchange locations, tour booking offices, accommodation, attractions, banks, dry cleaners and medical facilities)
- wine (Australian wine styles, major wine areas, specific wine areas and wines produced within the local region)
- methods used to organise information:
  - chronologies
  - customer profiles:
    - interest profiles for particular age groups and nationalities
    - special interest groups
  - specific touring route or location information
  - storylines
  - themes or character based note.

## Assessment Conditions

Skills must be demonstrated in an operational guiding environment. This can be:

- an industry workplace where research is conducted to update industry knowledge on aspects of Australia in general and specific aspects of the local region
- a simulated industry environment or activity involving a research activity to update industry knowledge of aspects of Australia in general and specific aspects of the local region.

Assessment must ensure access to:

- current sources of information as listed in the knowledge evidence
- equipment used to source, record and store information:
  - computer and software
  - internet
  - data storage equipment.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## **SITTGDE007 Research and share general information on Australian Indigenous cultures**

### **Modification History**

Not applicable.

### **Application**

This unit describes the performance outcomes, skills and knowledge required to research and share information about Australian Indigenous cultures in an appropriate way. It focuses on information that is widely available to the general community.

The unit recognises that there is no single Australian Indigenous culture and emphasises the importance of culturally appropriate behaviour and local community consultation.

This unit applies across many industry sectors. It is particularly relevant to cultural tourism operations and to individuals who work in customer service and guiding roles with differing levels of responsibility. Information could apply to Australian Indigenous communities and cultures across Australia, or to a specific Australian Indigenous community and culture.

Tour guides, residing anywhere in Australia, are required to undertake training and assessment prescribed by Parks Australia to guide within Kakadu and Uluru–Kata Tjuta National Parks in the Northern Territory.

When working in Queensland, all guides, regardless of their place of residence, are subject to the Queensland Tourism Services Act 2003.

No other occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### **Pre-requisite Unit**

Nil

### **Competency Field**

Guiding



## Unit Sector

Tourism

## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential outcomes.

1. Research general information on Australian Indigenous cultures.
2. Share general information on Australian Indigenous cultures.

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Identify key information sources on Australian Indigenous cultures.
- 1.2. Select and use formal and informal research techniques to access current, accurate and relevant information about Australian Indigenous cultures.
- 1.3. Obtain information in a culturally appropriate way.
- 2.1. Identify and use Australian Indigenous interpreters where possible.
- 2.2. Provide guidance to customers on appropriate behaviour when interacting with Australian Indigenous people.
- 2.3. Share clear and accurate information on Australian Indigenous cultures to enhance cultural awareness, ensuring acknowledgment of the diversity of cultures.
- 2.4. Share information in a manner respectful of local community values and customs.
- 2.5. Answer questions according to community wishes about what information can be shared.
- 2.6. Respond to culturally inappropriate behaviour by customers to minimise the likelihood of causing offence.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

### SKILLS

#### DESCRIPTION

Writing skills to:

- make notes about Australian Indigenous culture to share with others.

Learning skills to:

- develop own knowledge and understanding of Australian Indigenous cultures.

- Teamwork skills to:
- work respectfully with Australian Indigenous interpreters and Australian Indigenous communities or with those who are authorised by elders on behalf of the community with regard to the preparation of appropriate information and activities.

## Unit Mapping Information

SITTGDE306 Research and share general information on Australian Indigenous cultures

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITTGDE007 Research and share general information on Australian Indigenous cultures

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- liaise with relevant Australian Indigenous community elders or persons approved by relevant Indigenous community elders in a culturally appropriate manner to identify acceptable protocols for sharing knowledge on local Indigenous culture with others
- using relevant sources of information listed in the knowledge evidence, undertake research on Australian Indigenous culture relevant to the regional context to develop current knowledge of:
  - art and music
  - bushcraft, bush food and bush medicine
  - contemporary Australian Indigenous life and culture
  - cultural centres, galleries and natural sites
  - dance
  - history, pre- and post-European contact
  - land ownership
  - tools and implements
  - traditional life and culture
- share information on aspects of local Australian Indigenous culture with customers on at least three different occasions and using at least three different locations.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- sources of information on Australian Indigenous cultures:
  - artworks
  - events
  - exhibitions
  - experiences (of self or others)
  - films
  - images
  - internet

- music
- performances
- Indigenous people
- traditional owners
- presentations
- professional associations
- printed texts
- protocols for researching and sharing information about Australian Indigenous cultures that address:
  - the type of information that can be shared
  - who can give information
  - who can receive the information
  - what activities are appropriate
  - who should be involved in activities
- fundamental Australian Indigenous intellectual property issues:
  - strong links between intellectual property and cultural heritage
  - issues associated with the reproduction and sale of Indigenous cultural works.

## Assessment Conditions

Skills must be demonstrated in an Australian Indigenous tourism environment. This can be:

- an industry workplace where research is conducted and shared on Australian Indigenous cultures
- a simulated activity involving the researching and sharing of information on Australian Indigenous cultures.

Assessment must ensure access to:

- cultural sites, galleries or natural settings
- information sources verified or supported by Indigenous communities
- involvement of relevant local Indigenous community elders or persons approved by relevant local Indigenous community elders in the assessment process
- customers with whom the individual can interact; these can be:
  - customers in an industry workplace who are assisted by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# SITTGDE008 Prepare specialised interpretive content on flora, fauna and landscape

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to research and critically analyse specialised information on flora, fauna and landscape to develop interpretive themes and messages. It highlights the need for ongoing research to update and expand knowledge.

This unit applies across many industry sectors and has particular application to guides who work in national parks, or who conduct tours with a strong focus on the natural environment. In this context, guides work independently to research and prepare interpretive content.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## Pre-requisite Unit

Nil

## Competency Field

Guiding

## Unit Sector

Tourism

## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential outcomes.

1. Research specialised information on

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1.1. Identify key sources of specialised information

- |  |  |
|--|--|
| <p>flora, fauna and landscape.</p>   | <p>about flora, fauna and landscape.</p>   |
| <p>2. Prepare specialised information on flora, fauna and landscape.</p>             | <p>1.2.Evaluate credibility and reliability of information sources.</p> <p>1.3.Use formal and informal research techniques to access current, accurate and relevant information.</p> <p>1.4.Determine potential subjects of customer interest and make focus of research activities.</p> <p>2.1.Analyse information and develop interpretive themes and messages to meet customer needs.</p> <p>2.2.Organise information to support ways in which it will be used and presented.</p> |
| <p>3. Update knowledge of specialised information on flora, fauna and landscape.</p> | <p>3.1.Identify and use opportunities to maintain currency of knowledge about specialised topics.</p> <p>3.2.Proactively seek opportunities to enhance and expand own knowledge base.</p> <p>3.3.Incorporate updated and expanded knowledge into work activities.</p>  |

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| <b>SKILLS</b>                        | <b>DESCRIPTION</b>  |
|--------------------------------------|---|
| Reading skills to:                   | <ul style="list-style-type: none"> <li>• interpret potentially complex and detailed information on flora, fauna and landscape.</li> </ul>   |
| Writing skills to:                   | <ul style="list-style-type: none"> <li>• make notes from research on flora, fauna and landscape.</li> </ul>   |
| Initiative and enterprise skills to: | <ul style="list-style-type: none"> <li>• establish an interpretive framework</li> <li>• evaluate and adapt information for practical workplace purposes</li> <li>• create key messages, themes and storylines for customers.</li> </ul> |
| Technology skills to:                | <ul style="list-style-type: none"> <li>• use the internet as a research tool.</li> </ul>  |

## Unit Mapping Information

SITTGDE307 Prepare specialised interpretive content on flora, fauna and landscape

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>



# Assessment Requirements for SITTGDE008 Prepare specialised interpretive content on flora, fauna and landscape

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- prepare three different presentations, with each presentation:
  - using at least four credible and reliable sources of information
  - demonstrating knowledge of flora, fauna and landscape as listed in the knowledge evidence
  - using appropriate ecological terminology and concepts
  - incorporating interpretive themes and messages
  - organising information in a logical and suitable manner for presentation.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- role of interpretation in creating a powerful customer experience
- sources of information on flora, fauna and landscape in the relevant geographic context
- landscapes of interest within a local region and their general characteristics
- key ecological terminology and concepts:
  - biodiversity and abundance
  - biotic and physical factors
  - carbon cycle
  - community relations
  - energy flow
  - food web
  - life cycles
  - nutrient cycle
  - populations
  - succession
  - water cycle
  - zonation
- interrelationships between parts of the ecosystem:

- developmental processes related to the formation of local landscapes:
  - geological formations and history
  - soil composition and its relation to plant and animal life and water catchment areas
- principles of Gondwana theory and the impact of Gondwana on plant and animal communities
- major landscape types and their characteristics:
  - alpine
  - coastal
  - desert
  - outback
  - temperate
  - tropical
- major species of flora and fauna within the local landscape:
  - characteristics
  - commonalities
  - interactions between species and the environment
  - nature of species and where it is found
  - nutrition and life cycles
  - roles of individual species
  - species harmful to humans
- identification techniques for flora and fauna
- environmental influences that affect landscape:
  - climate
  - earthquake
  - fire
  - flood
- human impact on landscape:
  - industrial activity
  - land clearing
  - mining
- management regimes and codes of practice for local landscape
- Australian Indigenous perspective on local landscape
- information sources frequently used by guides:
  - artworks
  - events
  - exhibitions
  - experiences and observations (of self or others)
  - films
  - geological societies, plant study groups or wildlife societies
  - images

- internet
- music
- local experts
- traditional owners
- performances
- presentations
- professional associations
- printed texts.

## Assessment Conditions

Skills must be demonstrated in an operational guiding environment. This can be:

- an industry workplace where specialised interpretive content is developed for guiding activities
- a simulated activity involving the development of specialised interpretive content for guiding activities.

Assessment must ensure access to:

- current sources of information as listed in the knowledge evidence
- current interpretive resources
- equipment used to source, record and store information:
  - computer and software
  - internet
  - data storage equipment.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# SITTGDE009 Prepare specialised interpretive content on marine environments

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to research and critically analyse specialised information on marine environments to develop interpretive themes and messages. It highlights the need for ongoing research to update and expand knowledge.

This unit applies across many industry sectors and has particular application to guides who work in marine parks, aquaria, on cruise or dive boats or in resort areas where there is strong visitor interest in the marine environment. In this context, guides work independently to research and prepare interpretive content.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## Pre-requisite Unit

Nil

## Competency Field

Guiding

## Unit Sector

Tourism

## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential outcomes.

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- |  |   |
|--|---|
| 1. Research specialised information on marine environments for presentation. | 1.1. Identify key sources of specialised information about marine environments.<br>1.2. Evaluate credibility and reliability of information sources.<br>1.3. Use formal and informal research techniques to access current and relevant information.<br>1.4. Determine potential subjects of customer interest and make focus of research activities. |
| 2. Prepare specialised information on marine environments.                   | 2.1. Analyse information and develop interpretive themes and messages to meet customer needs.<br>2.2. Organise information to support ways in which it will be used and presented.  |
| 3. Update knowledge of specialised information on marine environments.       | 3.1. Identify and use opportunities to maintain currency of knowledge about specialised topics.<br>3.2. Proactively seek opportunities to enhance and expand own knowledge base.<br>3.3. Incorporate updated and expanded knowledge into work activities.   |

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement

| <b>SKILLS</b>                        | <b>DESCRIPTION</b>  |
|--------------------------------------|---|
| Reading skills to:                   | <ul style="list-style-type: none"> <li>• interpret potentially complex and detailed information on marine environments.</li> </ul>  |
| Writing skills to:                   | <ul style="list-style-type: none"> <li>• make notes on marine environments.</li> </ul>  |
| Initiative and enterprise skills to: | <ul style="list-style-type: none"> <li>• establish an interpretive framework</li> <li>• evaluate and adapt information for practical workplace purposes</li> <li>• create key messages, themes and storylines for customers.</li> </ul> |
| Technology skills to:                | <ul style="list-style-type: none"> <li>• use the internet as a research tool.</li> </ul>  |

## Unit Mapping Information

SITTGDE308 Prepare specialised interpretive content on marine environments

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITTGDE009 Prepare specialised interpretive content on marine environments

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- prepare three different presentations, with each presentation:
  - using at least four credible and reliable sources of information
  - demonstrating knowledge of marine environments as listed in the knowledge evidence
  - using appropriate ecological terminology and concepts
  - incorporating interpretive themes and messages
  - organising information in a logical and suitable manner for presentation.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- role of interpretation in creating a powerful customer experience
- current interpretive theory, methods and media
- sources of information on the local marine environment
- key marine environments in the local area:
  - beach
  - lagoon estuarine
  - mangrove
  - marsh
  - reef
  - river estuarine
  - rock platform
- key ecological terminology and concepts:
  - biodiversity and abundance
  - biotic and physical factors
  - carbon cycle
  - community relations
  - energy flow
  - food web

- life cycles
- nutrient cycle
- populations
- succession
- water cycle
- zonation
- interrelationships between parts of the ecosystem in a marine context
- developmental processes related to the formation of different local marine environments and biogeography
- major species of animals and plant life within the local marine environment:
  - characteristics
  - commonalities
  - interactions between species and the environment
  - nature of species and where it is found
  - nutrition and life cycles
  - potentially hazardous marine organisms
  - roles of individual species within the ecosystem
- identification techniques for marine plants and animals
- environmental influences that affect the local marine environment
- nature of human impact on the local marine environment:
  - positive impacts
  - negative impacts:
    - types of boats and ships and their impact
    - fishing and its impact
- management and catchment management regimes for local marine environments, relevant authorities and codes of practice
- Australian Indigenous perspective on the local marine environment
- information sources frequently used by guides:
  - artworks
  - events
  - exhibitions
  - experiences (of self or others)
  - films
  - images
  - internet
  - music
  - local experts
  - traditional owners
  - performances
  - presentations



- professional associations
- printed texts, books, journals, magazines, newspapers
- technical information.

## Assessment Conditions

Skills must be demonstrated in an operational guiding environment. This can be:

- an industry workplace where specialised interpretive content is developed for guiding activities
- a simulated activity involving the development of specialised interpretive content for guiding activities.

Assessment must ensure access to:

- current sources of information as listed in the knowledge evidence
- current interpretive resources
- equipment used to source, record and store information:
  - computer and software
  - internet
  - data storage equipment.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# SITTGDE010 Prepare specialised interpretive content on cultural and heritage environments

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to research and critically analyse specialised information on cultural and heritage environments to develop interpretive themes and messages. It highlights the need for ongoing research to update and expand knowledge.

This unit applies across many industry sectors and has particular application to guides who work in cultural centres, museums, galleries or historic sites, or who conduct tours in regions with strong cultural and heritage significance. In this context, guides work independently to research and prepare interpretive content.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## Pre-requisite Unit

Nil

## Competency Field

Guiding

## Unit Sector

Tourism

## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential outcomes.

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the

element.

1. Research specialised information on cultural and heritage environments.
  - 1.1. Identify key sources of specialised information about cultural and heritage environments.
  - 1.2. Evaluate credibility and reliability of information sources.
  - 1.3. Use formal and informal research techniques to access current and relevant information.
  - 1.4. Determine potential subjects of customer interest and make focus of research activities.
2. Prepare specialised information on cultural and heritage environments.
  - 2.1. Analyse information and develop interpretive themes and messages to meet customer needs.
  - 2.2. Organise information to support the ways in which it will be used and presented.
3. Update knowledge of specialised information on cultural and heritage environments.
  - 3.1. Identify and use opportunities to maintain currency of knowledge about specialised topics.
  - 3.2. Proactively seek opportunities to enhance and expand own knowledge base.
  - 3.3. Incorporate updated and expanded knowledge into work activities.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| <b>SKILLS</b>                        | <b>DESCRIPTION</b>  |
|--------------------------------------|---|
| Reading skills to:                   | <ul style="list-style-type: none"><li>• interpret potentially complex and detailed information on cultural and heritage environments.</li></ul>   |
| Writing skills to:                   | <ul style="list-style-type: none"><li>• make notes on cultural and heritage environments.</li></ul>   |
| Initiative and enterprise skills to: | <ul style="list-style-type: none"><li>• establish an interpretive framework</li><li>• evaluate and adapt information for practical workplace purposes</li><li>• create key messages, themes and storylines for customers.</li></ul> |
| Technology skills to:                | <ul style="list-style-type: none"><li>• use the internet as a research tool.</li></ul>  |

## Unit Mapping Information

SITTGDE309 Prepare specialised interpretive content on cultural and heritage environments

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITTGDE010 Prepare specialised interpretive content on cultural and heritage environments

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- prepare three different presentations, with each presentation:
  - using at least four credible and reliable sources of information
  - demonstrating knowledge of cultural and heritage environments as listed in the knowledge evidence
  - using appropriate ecological terminology and concepts
  - incorporating interpretive themes and messages
  - organising information in a logical and suitable manner for presentation.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- the role of interpretation in creating a powerful customer experience
- sources of information on cultural and heritage environments
- cultural and heritage environments, natural and built:
  - art galleries
  - cultural centres
  - heritage trails
  - historic localities or regions
  - historic theme parks
  - Indigenous art or occupation sites
  - museums
  - prehistoric and fossil sites
- nature and significance of each cultural or heritage environment:
  - how the environment developed and evolved
  - historically and culturally significant features, details of any exhibits, displays or performances
  - individuals associated with the environment, their roles and impacts
  - role of the environment in the local community, both past and present

- relationship of the environment to past and current Australian culture and history
- information sources frequently used by guides:
  - artworks
  - events
  - exhibitions
  - experiences and observations (of self or others)
  - films
  - images
  - internet
  - music
  - objects
  - local experts
  - traditional owners
  - performances
  - presentations
  - professional associations
  - printed texts, books, journals, magazines, newspapers
  - technical information.

## Assessment Conditions

Skills must be demonstrated in an operational guiding environment. This can be:

- an industry workplace where specialised interpretive content is developed for guiding activities
- a simulated activity involving the development of specialised interpretive content for guiding activities.

Assessment must ensure access to:

- current sources of information as listed in the knowledge evidence
- current interpretive resources
- equipment used to source, record and store information:
  - computer and software
  - internet
  - data storage equipment.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## SITTGDE011 Coordinate and operate tours

### Modification History

Not applicable.

### Application

This unit describes the performance outcomes, skills and knowledge required to conduct a tour for groups or individuals that includes multiple products, services and sites. It requires the ability to manage the tour logistics of a prearranged itinerary. The coordination of tour delivery requires significant planning and organisational skills as well as the ability to liaise with suppliers and industry colleagues to maximise tour efficiency and customer service quality.

This unit has particular application to guides engaged by tour operators, inbound tour operators and tour wholesalers. Sometimes these individuals are called driver guides or coach captains. In an extended touring context, the unit applies to tour managers who accompany tour groups on longer tours and manage the logistics of group movements and touring arrangements at each destination. The unit does not apply to guides working at a single site.

Individuals performing this function work independently in the field, within established organisational procedures.

Tour guides, residing anywhere in Australia, are required to undertake training and assessment prescribed by Parks Australia to guide within Kakadu and Uluru–Kata Tjuta National Parks in the Northern Territory.

When working in Queensland, all guides, regardless of their place of residence, are subject to the Queensland Tourism Services Act 2003.

No other occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### Pre-requisite Unit

Nil



## Competency Field

Guiding

## Unit Sector

Tourism

## Elements and Performance Criteria

### ELEMENTS

### PERFORMANCE CRITERIA

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- |                                     |   |
|-------------------------------------|---|
| 1. Plan tour delivery logistics.    | 1.1. Plan tour delivery according to briefing information or operational documentation provided by the tourism operator.<br>1.2. Make tour preparations and consider issues to ensure customer needs are met.<br>1.3. Prioritise and action tasks required in advance of tour commencement.   |
| 2. Brief and assist customers.      | 2.1. Welcome customers to tour and provide briefing on tour practicalities and procedures.<br>2.2. Provide additional information and assistance to enhance enjoyment of tour.  |
| 3. Liaise with industry colleagues. | 3.1. Liaise with industry colleagues to achieve smooth tour operation.<br>3.2. Action requests from industry colleagues promptly and willingly wherever possible and request assistance when required.<br>3.3. Make agreements about individual and joint responsibilities during tour.<br>3.4. Make forward reconfirmations and bookings in a timely manner.<br>3.5. Interpret documentation from other organisations and apply appropriately.   |
| 4. Manage the itinerary.            | 4.1. Conduct tour to schedule and include all features in itinerary.<br>4.2. Advise customers courteously and sensitively about unavoidable changes.<br>4.3. Re-plan itinerary when necessary to ensure purchased inclusions or their equivalent are delivered and disruption to customers is minimised.<br>4.4. Advise industry colleagues and suppliers affected by changes according to organisational procedures.<br>4.5. Maintain contact with those fixing the problem when itinerary delays and changes occur, and use negotiation techniques to minimise time delay and negative impact on customers. |

- 4.6.Keep customers informed of reasons for changes and actions taken.
5. Deal with unexpected events.
- 5.1.Assess unexpected events and select appropriate action.
- 5.2.Follow organisational procedures in the case of accidents or where safety of customers or colleagues may be threatened.
- 5.3.Identify and access sources of assistance promptly.
- 5.4.Amend tour to minimise impact on customer enjoyment.
6. Debrief tour.
- 6.1.Provide accurate and complete tour reports according to organisational guidelines.
- 6.2.Provide customer and personal feedback and other information to assist with future improvements.

## Foundation Skills

Foundation skills essential to perform in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| SKILLS                             | DESCRIPTION   |
|------------------------------------|---|
| Reading skills to:                 | <ul style="list-style-type: none"> <li>interpret tourism industry terminology, in particular product codes.</li> </ul>  |
| Writing skills to:                 | <ul style="list-style-type: none"> <li>complete operational and reporting documents.</li> </ul>   |
| Numeracy skills to:                | <ul style="list-style-type: none"> <li>calculate tour component times</li> <li>translate time from the 24-hour to 12-hour clock</li> <li>calculate logistics of group movements.</li> </ul> |
| Planning and organising skills to: | <ul style="list-style-type: none"> <li>coordinate multiple and diverse tour components.</li> </ul>  |
| Technology skills to:              | <ul style="list-style-type: none"> <li>use industry-current communication systems.</li> </ul>   |

## Unit Mapping Information

SITTGDE401 Coordinate and operate tours

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITTGDE011 Coordinate and operate tours

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- plan, coordinate and operate at least two tours for different groups that comprise at least four different products, services or sites
- liaise with industry colleagues regarding tour operation, and reconfirmations and bookings for each of the product or service components in each of the above tours to ensure:
  - tours are conducted to schedule and include all advertised itinerary features
  - tours are conducted in a sustainable manner with minimal impact on culturally or environmentally sensitive areas
  - the safety of customers and colleagues
- demonstrate procedures used to manage issues, situations and problems on tours to minimise negative impact on customers, including:
  - unexpected events
  - delays
  - environmental conditions
  - customer situations.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- types of tour itineraries and their common formats and inclusions:
  - adventure tour
  - city or rural tour
  - cultural tour
  - eco-tour
  - extended tour
  - half or full-day tour
  - special interest tour
- product knowledge appropriate to the specific touring itinerary and its component products and services

- main features of culturally or environmentally sensitive areas to be visited and minimal impact practices to protect and sustain these
- tourism industry supplier networks and interrelationships that impact on the conduct of a multi-product and multi-site touring itinerary
- reconfirmation and booking procedures for tour components:
  - accommodation venue
  - airline
  - attraction
  - catering provider
  - charter airline
  - cruise
  - ground transport
  - guided tour within attractions and sites
  - local tour guide
  - optional tour
  - restaurant
  - retail outlet
  - scenic flight
  - train
- planning procedures relating to the delivery logistics of a multifaceted touring itinerary and the management processes to be undertaken before, during and on completion of a tour
- tour practicalities and procedures that must be communicated to customers when relevant to the tour content:
  - availability of free time
  - cultural considerations
  - group rules and codes of behaviour
  - health and safety procedures
  - itinerary or program details:
    - route
    - schedule
    - highlights
  - regulations:
    - customs
    - immigration
    - luggage
  - procedures at tour stops
  - specific site procedures
- organisational procedures and processes to address tour management issues and problems:
  - accident, injury or illness
  - breakdown

- customer special needs
- equipment and resource constraints
- itinerary variations
- language considerations
- natural disaster
- theft
- legal and liability issues affecting guides:
  - domestic and relevant overseas consumer law regarding provision of services as advertised
  - duty of care.

## Assessment Conditions

Skills must be demonstrated in an operational guiding environment that reflects the nature of tours commercially available in the relevant city or region. This can be:

- a commercial environment where tours are coordinated and operated
- a simulated commercial environment activity for which tours are coordinated and operated.

Assessment must ensure the access to:

- equipment and resources required for the delivery of tours:
  - transport
  - venue access
- customer and operational documentation to support the delivery of a multifaceted touring itinerary
- real or simulated touring activities
- customer groups of a size and nature that reflect the commercial environment in which the guide operates
- participants undertaking a tour or activity for whom the individual can act as guide; these can be:
  - those participating in a tour or activity who interact with the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities set up for the purpose of assessment in an operational touring context.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## SITTGDE012 Manage extended touring programs

### Modification History

Not applicable.

### Application

This unit describes the performance outcomes, skills and knowledge required to coordinate touring programs of more than one day duration. It requires the ability to manage all tour logistics and to solve touring and group member problems. It also requires skills to ensure the ongoing welfare and satisfaction of tour group members and to develop and maintain group cohesion and rapport.

This unit applies to tour operations, inbound tour operations and tour wholesaling sectors, and to tour managers, tour directors, tour leaders and tour escorts employed by those companies. These individuals may lead extended tours in Australia or overseas, and are responsible for logistical management of touring programs that usually include multiple destinations. They work independently in the field, within established organisational procedures. When on tour, they take a lead role without supervision, only referring problems to the tourism operator when absolutely necessary.

Tour guides, residing anywhere in Australia, are required to undertake training and assessment prescribed by Parks Australia to guide within Kakadu and Uluru–Kata Tjuta National Parks in the Northern Territory.

When working in Queensland, all guides, regardless of their place of residence, are subject to the Queensland Tourism Services Act 2003.

No other occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### Pre-requisite Unit

Nil

### Competency Field

Guiding

## Unit Sector

Tourism

## Elements and Performance Criteria

### ELEMENTS

### PERFORMANCE CRITERIA

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Manage touring arrangements.

- 1.1. Manage touring program logistics in a holistic way taking account of legal, ethical, safety and sustainability considerations.
- 1.2. Conduct touring program according to prearranged itinerary.
- 1.3. Make forward reconfirmations and bookings progressively.
- 1.4. Reconfirm or arrange operational details progressively.
- 1.5. Make adjustments to touring arrangements when required within the scope of individual responsibility.
- 1.6. Make major adjustments within budget according to controlling office guidelines.
- 1.7. Maintain ongoing contact with controlling office and forward suppliers as required.

2. Liaise and negotiate with others.

- 2.1. Maximise operational efficiency and customer service levels by effective liaison and negotiation with those contributing to program operations.
- 2.2. Conduct negotiations in a professional manner in relevant cultural context.
- 2.3. Select negotiation style appropriate to circumstance and use negotiation and communication techniques to maximise chances of an acceptable outcome for all parties.
- 2.4. Conduct negotiations in context of entire touring program to take account of overall relationship between the organisation and other stakeholders.
- 2.5. Confirm agreements in writing as required.
- 2.6. Provide relevant information to controlling office as required.

3. Develop and maintain group rapport.

- 3.1. Develop and maintain a team spirit for duration of program.
- 3.2. Gain trust and confidence of group through demonstration of professional competence and integrity.
- 3.3. Use leadership and communication skills to foster group cohesion.
- 3.4. Encourage customer participation and group interaction.
- 3.5. Identify and assess potential conflicts within the group and should conflict arise, take appropriate action to resolve.



4. Resolve problems that arise on tour.
- 4.1. Identify and consider problems from an operational and customer service perspective in the context of the entire touring program.
  - 4.2. Initiate short-term action to resolve immediate problems where appropriate.
  - 4.3. Analyse problems for long-term commercial impact and assess and action solutions.
  - 4.4. Present a positive image of organisation and its contracted suppliers at all times.
  - 4.5. Take responsibility for resolving problems within scope of individual authority and to ensure customer satisfaction.
  - 4.6. Consult controlling office to resolve problems outside scope of guidelines and responsibility.
  - 4.7. Take appropriate follow-up action to monitor effectiveness of chosen solutions.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| SKILLS                               | DESCRIPTION   |
|--------------------------------------|---|
| Reading skills to:                   | <ul style="list-style-type: none"> <li>• interpret customer and operational tour information</li> <li>• interpret tourism industry terminology, in particular product codes.</li> </ul> |
| Writing skills to:                   | <ul style="list-style-type: none"> <li>• complete operational and reporting documents.</li> </ul>   |
| Oral communications skills to:       | <ul style="list-style-type: none"> <li>• discuss customer concerns and sometimes sensitive and confidential issues.</li> </ul>  |
| Numeracy skills to:                  | <ul style="list-style-type: none"> <li>• calculate tour component times</li> <li>• translate time from the 24-hour to 12-hour clock.</li> </ul>   |
| Initiative and enterprise skills to: | <ul style="list-style-type: none"> <li>• create opportunities to enhance the customer touring experience.</li> </ul>  |
| Planning and organising skills to:   | <ul style="list-style-type: none"> <li>• coordinate multiple, diverse and often complex logistical tour components and arrangements.</li> </ul>   |
| Technology skills to:                | <ul style="list-style-type: none"> <li>• use industry-current communication systems.</li> </ul>   |

## Unit Mapping Information

SITTGDE402 Manage extended touring programs

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITTGDE012 Manage extended touring programs

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- manage an extended touring program for at least one of the types of tours listed in the knowledge evidence
- liaise with industry colleagues regarding logistical aspects of tour operation to ensure:
  - tours are conducted to schedule and including all advertised itinerary features
  - tours are conducted in a sustainable manner with minimal impact on culturally or environmentally sensitive areas
  - the safety of customers and colleagues
- facilitate positive interactions between tour group members and maintain group cohesion and rapport throughout touring program
- demonstrate negotiation and contingency management procedures used to manage issues, situations and problems on extended tours to minimise negative impact on customers, including:
  - unexpected events or delays
  - equipment or transportation issues
  - environmental conditions
  - customer interpersonal or operational situations.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- types of extended tour itineraries and their common format, duration and inclusions:
  - adventure tours
  - camping tours
  - cruise programs
  - cultural and historical tours
  - eco-tours
  - general sightseeing tours
  - special interest tours
  - pre- and post-conference tours

- responsibilities of tour managers on extended touring programs
- tourism industry supplier networks and interrelationships that impact on the conduct of an extended touring program
- organisational management policies, processes and procedures to be undertaken before, during and at completion of a tour
- negotiation techniques and their application to different tour managing contexts
- operational details:
  - check-in and check-out procedures
  - customs and immigration procedures and requirements
  - documentation preparation
  - group currency requirements
  - luggage coordination
  - local touring liaison
  - management of passenger travel documentation:
    - airline tickets
    - seat allocations or boarding passes
    - travel vouchers
  - seat rotation
- reconfirmation and booking procedures for tour components:
  - accommodation venue
  - airline
  - attraction
  - catering provider
  - charter airline
  - cruise
  - ground transport
  - guided tour within attractions and sites
  - local tour guide
  - optional tour
  - restaurant
  - retail outlet
  - scenic flight
  - train
- leadership, motivation and communication techniques and their application to different tour managing contexts
- organisational procedures and processes to address tour management issues and problems:
  - customer interpersonal situations:
    - disruptive behaviour
    - group conflict
    - group dissatisfaction

- customer operational situations:
  - late passengers
  - loss of personal valuables and documents
  - lost luggage
  - lost passengers
  - missed connection
  - passenger robbery
  - passenger sickness, injury or death
- environmental conditions:
  - natural:
    - fire
    - flood
    - storm
    - cyclone
  - built:
    - road closures or blockages
- equipment and transportation in contingency situations
- itinerary challenges:
  - change in services delivered
  - delays
  - overbooking
  - poor supplier performance
- political issues
- legal, ethical, safety and sustainability considerations in the management of extended touring programs:
  - anti-discrimination provisions
  - duty of care
  - licensing and the use of licensed operators
  - minimising waste and conserving resources
  - site-specific safety and security requirements.

## Assessment Conditions

Skills must be demonstrated in an extended touring environment that reflects the nature of tours commercially available in the relevant city or region. This can be:

- a commercial environment where extended tours are managed and conducted
- a simulated commercial environment activity for which an extended tour is managed and conducted.

Assessment must ensure access to:

- equipment and resources required for the delivery of tours:
  - transport
  - venue access
- customer and operational documentation to support the delivery of a multifaceted touring itinerary
- real or simulated touring activities
- customer groups of a size and nature that reflect the commercial environment in which the guide operates
- a group of customers for whom the individual can act as a tour manager; these can be:
  - those participating in an extended tour who interact with the individual during the assessment process; or
  - individuals who participate in a simulated extended tour set up for the purpose of assessment.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# **SITTIND001 Source and use information on the tourism and travel industry**

## **Modification History**

Not applicable.

## **Application**

This unit describes the performance outcomes, skills and knowledge required to source and use current and emerging information on the tourism and travel industry. This includes industry structures, technology, laws and ethical issues specifically relevant to the tourism and travel industry. Tourism and travel personnel integrate this essential knowledge on a daily basis to work effectively in the industry.

This unit applies to all tourism and travel sectors and people working at different levels. Managers will use more formal research to attain specialised and comprehensive knowledge which supports product planning, marketing and strategic management activities. This is covered within other units of competency.

This unit is not about having in-depth knowledge but focuses on the ability to source and interpret information relevant to day-to-day activities in order to maximise performance.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## **Pre-requisite Unit**

Nil

## **Competency Field**

Working in Industry

## **Unit Sector**

Tourism

## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential outcomes.

1. Source and use industry information.
2. Source and use compliance information.
3. Source and use information on tourism and travel technology.
4. Update personal and organisational knowledge of the tourism and travel industry.

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Identify sources of information on the structure and operation of the tourism and travel industry.
- 1.2. Access specific information of relevance to the tourism and travel industry to assist operational duties.
- 1.3. Obtain information on features of current and emerging tourism products and services relevant to job role.
- 1.4. Use knowledge of the tourism and travel industry and its products and services to enhance the quality of work performance.
- 2.1. Obtain information on laws specifically relevant to the tourism and travel industry and work compliantly.
- 2.2. Seek information on industry quality assurance schemes and use it to benefit own organisation.
- 2.3. Access information on career planning and equal employment opportunity (EEO) law.
- 2.4. Obtain information on ethical industry practices and conduct day-to-day tourism and travel activities according to those practices.
- 3.1. Source and access information on current and emerging technologies that impact on operational duties.
- 3.2. Use information on technology to suggest new and improved workplace practices.
- 3.3. Use current and emerging technology in day-to-day work activities to enhance the quality of work performance.
- 4.1. Identify and use a range of opportunities to update knowledge of the tourism and travel industry.
- 4.2. Monitor current issues and trends for the industry.
- 4.3. Share current tourism and travel issues and trends with colleagues.



## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| <b>SKILLS</b>                 | <b>DESCRIPTION</b>  |
|-------------------------------|---|
| Reading skills to:            | <ul style="list-style-type: none"><li>• read the content of plain English information about laws, industry accreditation schemes and codes of conduct</li><li>• research, sort and use tourism and travel industry information.</li></ul> |
| Writing skills to:            | <ul style="list-style-type: none"><li>• prepare notes, summarise and record information in basic documents, sheets and files on current tourism and travel industry practices, products, services and technology.</li></ul>               |
| Oral communication skills to: | <ul style="list-style-type: none"><li>• discuss current and emerging industry trends with experienced industry personnel, colleagues, suppliers and industry bodies.</li></ul>  |
| Learning skills to:           | <ul style="list-style-type: none"><li>• continuously update, review and maintain own knowledge of the tourism and travel industries.</li></ul>  |
| Self-management skills to:    | <ul style="list-style-type: none"><li>• take responsibility for sourcing and updating current and emerging information.</li></ul>   |
| Technology skills to:         | <ul style="list-style-type: none"><li>• use online information systems to access tourism and travel industry information.</li></ul>   |

## Unit Mapping Information

SITTIND201 Source and use information on the tourism and travel industry

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITIND001 Source and use information on the tourism and travel industry

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- source and document current industry information on the tourism and travel industry using at least three information sources listed in the knowledge evidence
- source and interpret information on the following from the above sources and share with colleagues to improve knowledge of the tourism and travel industry:
  - current and emerging products and services
  - current issues
  - career opportunities
  - relationships between other related industries
  - compliance issues and quality assurance
  - new products, technology, techniques and services
  - work ethic required to work in the industry
- identify ways to integrate current tourism and travel industry information into daily work activities to:
  - enhance the quality of work performance
  - conduct ethical practice within the travel and tourism industry.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- sources of industry information:
  - discussions with experienced industry personnel, colleagues or suppliers
  - industry:
    - accreditation operators
    - associations and organisations
    - developers of codes of conduct or ethics
    - journals
    - seminars
  - plain English documents, issued by government regulators, that describe laws relevant to the tourism and travel industry

- libraries
- media
- regional, state and national tourism offices
- reference books
- training courses
- structure, functions and key characteristics of the tourism and travel industry
- roles and general responsibilities for different jobs, functions and the interrelationship of different sectors in the industry
- general nature of allied and related industries:
  - hospitality
  - meetings
  - incentives
  - conferences and events
- primary functions of:
  - major cross-industry and sector-specific industry associations especially those with which the organisation has a relationship
  - trade unions in the industry
  - local, regional, state and national tourism information service and marketing organisations
  - tourism research bodies
- basic aspects of tourism and travel industry quality assurance processes:
  - industry accreditation schemes
  - codes of conduct or ethics
  - occupational licensing
  - reasons for participation and impacts of non-compliance
  - roles and responsibilities of individual staff members when participating in schemes
- basic aspects of state, territory and commonwealth laws specifically relevant to the tourism and travel industry and actions that must be adhered to by tourism organisations:
  - Criminal Code Act 1995 for child sex offences outside Australia
  - equal employment opportunity (EEO)
  - rights of employees and responsibilities of employers to make merit based employment decisions
- for inbound tour operators and guides, basic aspects of and actions that must be adhered to by tourism organisations:
  - Queensland Tourism Services Act 2003 for the delivery of tourism products in Queensland
- current and emerging technology used in the tourism industry:
  - e-business
  - social media.

## Assessment Conditions

Skills must be demonstrated in an operational tourism or travel environment. This can be:

- an industry workplace
- a simulated industry environment or activity.

Assessment must ensure use of:

- computers, printers, communication technology and information programs used to source industry information
- information on codes of conduct, membership and benefits distributed by:
  - industry associations
  - accreditation operators
  - unions
- plain English documents issued by government regulators that describe laws specifically relevant to the tourism industry:
  - Criminal Code Act 1995 for child sex offences outside Australia
  - Queensland Tourism Services Act 2003
- experienced industry personnel, colleagues or suppliers with whom the individual can interact to obtain current industry information; these can be:
  - industry personnel, colleagues or suppliers within a workplace; or
  - individuals who participate in role plays or simulated activities set up for the purpose of assessment.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# **SITTIND002 Source and use information on the holiday park and resort industry**

## **Modification History**

Not applicable.

## **Application**

This unit describes the performance outcomes, skills and knowledge required to source and use current and emerging information on the holiday park and resort industry. This includes industry structures, technology, laws and ethical issues specifically relevant to the holiday park and resort industry. Holiday park and resort personnel integrate this essential knowledge on a daily basis to work effectively in the industry.

This unit applies to the holiday park and resort sector and people working at different levels. Managers will use more formal research to attain specialised and comprehensive knowledge which supports product planning, marketing and strategic management activities. This is covered within other units of competency.

This unit is not about having in-depth knowledge but focuses on the ability to source and interpret information relevant to day-to-day activities in order to maximise performance.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## **Pre-requisite Unit**

Nil

## **Competency Field**

Working in Industry

## **Unit Sector**

Tourism

## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential outcomes.

1. Source and use industry information.
2. Source and use compliance information.
3. Source and use information on holiday park and resort technology.
4. Update personal and organisational knowledge of the holiday park and resort industry.

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Identify sources of information on the structure and operation of the holiday park and resort industry.
- 1.2. Access specific information of relevance to the holiday park and resort industry to assist operational duties.
- 1.3. Obtain information on features of current and emerging holiday park and resort products and services relevant to job role.
- 1.4. Use knowledge of the holiday park and resort industry and its products and services to enhance the quality of work performance.
- 2.1. Obtain information on laws specifically relevant to the holiday park and resort industry and work compliantly.
- 2.2. Seek information on industry quality assurance schemes and use it to benefit own organisation.
- 2.3. Access information on career planning and equal employment opportunity (EEO) law.
- 2.4. Obtain information on ethical industry practices and conduct day-to-day holiday park and resort activities according to those practices.
- 3.1. Source and access information on current and emerging technologies that impact on operational duties.
- 3.2. Use information on technology to suggest new and improved workplace practices.
- 3.3. Use current and emerging technology in day to day work activities to enhance the quality of work performance.
- 4.1. Identify and use a range of opportunities to update knowledge of the holiday park and resort industry.
- 4.2. Monitor current issues of concern to the industry.
- 4.3. Share current holiday park and resort industry trends with colleagues.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| SKILLS                         | DESCRIPTION  |
|--------------------------------|--|
| Reading skills to:             | <ul style="list-style-type: none"><li>• read the content of plain English information about laws, industry accreditation schemes and codes of conduct</li><li>• research, sort and use holiday park and resort industry information.</li></ul>                 |
| Writing skills to:             | <ul style="list-style-type: none"><li>• prepare notes, summarise and record information in basic documents, information sheets, portfolios and files on information obtained on current event industry practices, products, services and technology.</li></ul> |
| Oral communications skills to: | <ul style="list-style-type: none"><li>• discuss current and emerging industry trends with experienced industry personnel, colleagues, suppliers and industry bodies.</li></ul>   |
| Numeracy skills to:            | <ul style="list-style-type: none"><li>• conduct calculations pertaining to holiday park and resort industry fees and pricing issues.</li></ul>   |
| Learning skills to:            | <ul style="list-style-type: none"><li>• continuously maintain and update industry knowledge of the holiday park and resort industry.</li></ul>   |
| Self-management skills to:     | <ul style="list-style-type: none"><li>• take responsibility for sourcing and updating current and emerging information.</li></ul>  |
| Technology skills to:          | <ul style="list-style-type: none"><li>• use online information systems to access holiday park and resort industry information.</li></ul>   |

## Unit Mapping Information

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

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITIND002 Source and use information on the holiday park and resort industry

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- source and document current industry information on the holiday park and resort industry using at least three information sources listed in the knowledge evidence
- source and interpret information on the following from the above sources and share with colleagues to improve knowledge of the holiday park and resort industry:
  - current and emerging products and services
  - current issues
  - career opportunities
  - relationships between other related industries
  - compliance issues and quality assurance
  - new products, technology, techniques and services
  - work ethic required to work in the industry
- identify ways to integrate current holiday park and resort industry information into daily work activities in a way which:
  - enhances the quality of work performance
  - ensures ethical practice within the holiday park and resorts industry.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- sources of industry information:
  - discussions with experienced industry personnel, colleagues or suppliers
  - industry:
    - accreditation operators
    - associations and organisations
    - developers of codes of conduct or ethics
    - journals
    - seminars
  - plain English documents, issued by government regulators, that describe laws relevant to the tourism and travel industry



- libraries
- media
- regional, state and national tourism offices
- reference books
- training courses
- structure, functions, key characteristics and interrelationships of:
  - holiday parks and resorts: types of accommodation, factors which contribute to the development of successful parks, holiday park and resort industry trends
  - manufacturing: main manufacturers of recreational vehicles (RV); key types of recreational vehicles made in Australia, and their key characteristics; current and emerging trends in RV products
  - service: key providers of specialised RV servicing; types of services offered; links with manufacturers, retailers and holiday parks and resorts
  - retailing: retailers in Australia; main RV retailers in the local area; types of after sales services offered
- roles and general responsibilities for different jobs in the industry
- general nature of and links to the wider tourism and travel industry organisations that provide bookings:
  - attractions
  - inbound tour operators
  - other local accommodation providers
  - retail travel agents
  - tour operators
  - visitor information centres
- primary functions of:
  - major cross-industry and sector-specific industry associations especially those with which the business has a relationship
  - trade unions in the industry
  - local, regional, state and national tourism information service and marketing organisations
- basic aspects of holiday park and resort industry quality assurance processes:
  - accreditation schemes
  - codes of conduct or ethics
  - industry rating schemes
  - occupational licensing
  - reasons for participation and impacts of non-compliance
  - roles and responsibilities of individual staff members when participating in schemes
- basic aspects of state, territory and local council laws and actions that must be adhered to by holiday park and resort operators:
  - local community protection, land ownership, management and access requirements that must be met by holiday park operators when delivering services and requirements to maintain the lifestyle of neighbouring residents

- consumer protection requirements that must be met by holiday parks
- terms and conditions of quotations, cancellation fees and refunds
- equal employment opportunity (EEO) law including rights of employees and responsibilities of employers to make merit based employment decisions
- current and emerging technology used in holiday parks and resorts:
  - e-business
  - social media.

## Assessment Conditions

Skills must be demonstrated in an operational holiday parks and resorts environment. This can be:

- an industry workplace
- a simulated industry environment or activity.

Assessment must ensure use of:

- computers, printers, communication technology, information programs to source industry information
- information on codes of conduct, membership and benefits distributed by:
  - industry associations
  - accreditation operators
  - unions
- plain English documents issued by government regulators that describe laws:
  - local community protection
  - consumer protection
  - EEO
- experienced industry personnel, colleagues or suppliers with whom the individual can interact to obtain current industry information; these can be:
  - industry personnel, colleagues or suppliers within a workplace; or
  - individuals who participate in role plays or simulated activities set up for the purpose of assessment.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## SITTPPD001 Package tourism products

### Modification History

Not applicable.

### Application

This unit describes the performance outcomes, skills and knowledge required to create, tailor and cost packages to meet the needs of particular markets or customers. This may include packages with complex itineraries or a wide range of products.

The unit applies to tour wholesalers, tour operations and event organisers, and to individuals working independently in senior operational or coordination roles with limited guidance from others. They complete complex itinerary planning, costing and operational coordination for new or enhanced packaged products.

Products may include brochured touring products, incentive and special interest group itineraries, events and series tours.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### Pre-requisite Unit

Nil

### Competency Field

Planning and Product Development

### Unit Sector

Tourism

### Elements and Performance Criteria

#### ELEMENTS

Elements describe the

#### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to

|                                |  |
|--------------------------------|--|
| essential outcomes.            | demonstrate achievement of the element.  |
| 1. Source component products.  | <ol style="list-style-type: none"> <li>1.1. Identify product objectives in consultation with appropriate colleagues and customers.</li> <li>1.2. Determine customer or market destination and product preferences and requirements.</li> <li>1.3. Identify and research potential destinations and component products and services.</li> <li>1.4. Assess destination and product details for market suitability and consider innovative options when appropriate.</li> <li>1.5. Assess quality credentials of operators and their products.</li> <li>1.6. Select destinations and products based on research.</li> </ol> |
| 2. Package component products. | <ol style="list-style-type: none"> <li>2.1. Develop packaged products or programs to meet requirements of specific customers or markets.</li> <li>2.2. Combine and integrate program components to create maximum value and saleability within constraints.</li> <li>2.3. Make agreements with suppliers according to organisation profit and other requirements, and confirm in writing.</li> <li>2.4. Check and incorporate legal requirements.</li> <li>2.5. Cost programs to ensure profitability and consideration of key financial factors.</li> </ol>   |
| 3. Finalise product packaging. | <ol style="list-style-type: none"> <li>3.1. Clearly document and present product or program and pricing structures, including details of inclusions, exclusions and add-ons.</li> <li>3.2. Review and adjust products or programs and pricing structures in response to feedback from customers or colleagues.</li> <li>3.3. Present final product or program details for approval within required timeframes.</li> </ol>  |

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| <b>SKILLS</b>                 | <b>DESCRIPTION</b>  |
|-------------------------------|---|
| Reading skills to:            | <ul style="list-style-type: none"> <li>• interpret complex supplier component product information, contracts and costs.</li> </ul>                            |
| Writing skills to:            | <ul style="list-style-type: none"> <li>• document complex product information, programs and pricing structures and specific conditions that apply.</li> </ul> |
| Oral communication skills to: | <ul style="list-style-type: none"> <li>• liaise with customers and colleagues on practical operational issues.</li> </ul>                                     |

- Numeracy skills to:
- calculate complex costing components and different commission and mark-up structures.
- Problem-solving skills to:
- respond to need for variations and adjustments in potentially complex itineraries or products.
- Initiative and enterprise skills to:
- assess research findings and match destinations and products to specific customer or market needs.
- Technology skills to:
- use software to prepare and present different package components for different customer types or markets.

## Unit Mapping Information

SITTPPD401 Package tourism products

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITTPD001 Package tourism products

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- source and package products for three different types of travellers from among the following customer groups or markets:
  - Australians travelling internationally (outbound)
  - domestic tourists travelling within Australia
  - international tourists travelling within Australia (inbound)
  - special interest groups, such as customers of a particular cultural background, ecotourism, event delegates, educational, sporting or incentive groups
- develop and cost practical programs for each of the above travellers that include at least six product or service components listed in the knowledge evidence
- package each of the above programs to ensure practical options that meet requirements of above travellers:
  - budget
  - cultural issues
  - destination preferences
  - integration, where appropriate, into a wider touring, event or sporting program
  - product and service preferences and requirements
  - time constraints.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- tourism industry information sources
- industry information or destination marketing networks and their value in research for the packaging process
- research approaches relevant to packaging tourism products:
  - desk research
  - destination or site inspection
  - personal contact with tourism authorities, product suppliers or distribution network
- customer or market product preferences and requirements relevant to the industry sector

- market suitability considerations:
  - accessibility
  - availability
  - costs
  - features and benefits
  - product match to preferences and requirements
  - profit potential
- quality credentials of operators:
  - customer service and satisfaction record
  - public liability and duty of care policies and procedures
  - environmental and local community protection credentials
  - reliability of other tourism operators:
    - in complying with laws
    - to provide promised products and services
  - safety record
- features of typical supply and contractual arrangements with suppliers
- key principles and elements of calculating complex packaged product costings and pricing structures
- key financial factors impacting costing of programs:
  - commission or mark-up structures
  - exchange rate implications
  - profit margin requirements
  - special fees and other charges:
    - amendment fee
    - cancellation fee
    - communication fee
    - courier fee
    - credit card fee
    - itinerary preparation fee
    - loyalty program redemption fee
    - product booking fee
    - reconfirmation fee
    - service fee
    - transaction fee
    - visa and passport handling fee
  - taxes
- distribution and marketing networks, especially those involved in distributing the proposed tourism product or program
- industry commission or mark-up procedures and rates appropriate to the particular sector and the varying organisations in the distribution network

- industry practices in packaging products and presenting pricing structures appropriate to different sectors:
  - different costing options:
    - per person
    - per room
    - group
    - all inclusive
    - ground content only
  - typical package styles for different markets or customer types
- product or service components included in tourism programs:
  - accommodation
  - activities
  - audio-visual services
  - conference facilities
  - cruises
  - entertainment
  - entrances to attractions, museums, events and exhibits
  - food, beverage and catering
  - functions
  - meeting or event equipment
  - speaker services
  - special event consumable items
  - special items with customer's corporate branding
  - tour guiding services
  - tours
  - transport
  - vehicle rental
  - venue hire
- aspects of laws that impact on tourism operations and actions required of tourism operators:
  - consumer protection:
    - providing services as advertised
    - terms and conditions
    - refund requirements
    - cancellation fees
  - child sex tourism
  - legal liability insurance requirements and duty of care of customers
  - environmental protection:
    - licences
    - permits



- accreditation
- minimal impact practice
- local community protection:
  - land ownership, management and access requirements.

## Assessment Conditions

Skills must be demonstrated in an operational tourism and travel environment where tourism products are packaged. This can be:

- an industry workplace
- a simulated industry environment set up for the purposes of assessment.

Assessment must ensure access to:

- customer and market information on which products can be based
- current information and communications technology
- current destination and product information sources that support the costing process:
  - brochures
  - tariffs
  - product sales kits
  - supplier contracts
- customers sufficient in number to reflect different markets and customer types, as well as different required packages; these can be:
  - customers in an industry workplace who are assisted by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## SITTPPD002 Develop interpretive activities

### Modification History

Not applicable.

### Application

This unit describes the performance outcomes, skills and knowledge required to develop interpretive activities for different customer groups. It requires the ability to establish educational, interpretive and commercial objectives for an activity; develop operational aspects; and evaluate the success of the activity. The actual presentation of activities is covered in the unit SITTGDE005 Prepare and present tour commentaries or activities.

The unit applies to many industry sectors and has particular relevance in tourism, sport and recreation, and cultural contexts. Interpretive activities take place on historical, cultural, heritage or nature-based tours, in attractions and theme parks, in national parks or in locations such as museums, galleries, libraries, performing arts centres and zoos. Activities could be virtual.

Planning and developing interpretive activities may be for a series of activities in a venue or tour operation or for a one-off activity. It could be the responsibility of the person delivering the activity or be developed by senior operational or supervisory personnel. The planning role applies to those who work independently with limited guidance from others. This could include senior guides, activities coordinators, or owner-operators of small organisations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### Pre-requisite Unit

Nil

### Competency Field

Planning and Product Development

### Unit Sector

Tourism

## Elements and Performance Criteria

### ELEMENTS

### PERFORMANCE CRITERIA

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Establish need for activities.

1.1. Identify need for interpretive activities, based on customer, organisation and community needs.

1.2. Establish educational, interpretive and commercial objectives in consultation with appropriate colleagues.

2. Create activities.

2.1. Identify and evaluate a range of potential information and resources, including other specialists as required.

2.2. Develop interpretive framework for activities.

2.3. Generate and select ideas for potential messages, themes and storylines.

2.4. Identify relationships between themes, storylines and the site.

2.5. Incorporate interpretive media that matches the site.

2.6. Conduct a risk assessment and incorporate controls into activity development.

2.7. Evaluate and integrate legal, ethical and sustainability considerations.

2.8. Develop resources to support activities.

2.9. Develop activity within budget to meet agreed objectives.

3. Evaluate activities.

3.1. Obtain formal and informal feedback from customers and colleagues during piloting or conduct of activities.

3.2. Modify activities according to feedback received.

3.3. Establish and implement ongoing review mechanisms to ensure continuous improvement of activities in line with its objectives.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

### SKILLS

### DESCRIPTION

Reading skills to:

- evaluate wide ranging information and tease out creative themes and messages for activities
- analyse and interpret complex information and communicate it creatively to customers.

Oral communication

- consult with colleagues about development issues for interpretive

skills to: activities.

Numeracy skills to: • calculate costs in order to work within established budgets.

Planning and organising skills to: • coordinate creative and practical aspects of activities.

Technology skills to: • use software to develop products that support the delivery of educational and commercial interpretive activities in both real and virtual contexts.

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITTPD002 Develop interpretive activities

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- plan and develop one single interpretive activity and one series comprising at least three interpretive activities combined into an overall program, for at least two of the following:
  - attractions
  - guided activities or walks
  - sporting activities
  - theme parks
  - virtual activities
- plan and develop the above interpretive activities using at least two of the following themes:
  - cultural
  - heritage
  - historical
  - nature
- ensure above interpretive activities include key messages that reflect subject matter knowledge and meet the needs of different customer groups and commercial and operational constraints
- identify review mechanisms for above interpretive activities.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- subject matter around which activities are developed
- influential principles and theories of interpretation
- physical and digital interpretive media
- resource considerations for the development of interpretive activities:
  - apps and other digital content
  - costumes
  - guest speakers
  - handouts

- information and communications technology
- natural resources
- props
- professional organisations
- special interest organisations
- specialists:
  - actors and performers
  - creative designers
  - cultural advisers
  - designers
  - environmental educators
  - heritage specialists
  - historians
  - interpretation consultants
  - marketers
  - subject matter experts
  - technical experts
- practical processes that support activity development:
  - budgeting
  - evaluation
  - needs analysis
  - resource development
  - scheduling
- creative communication techniques for interpretive activities:
  - games
  - illustrated talks
  - role-playing
  - sensory awareness exercises
  - storytelling
  - use of apps, podcasts, near response codes, quick response codes
- safety requirements specific to activities
- risk assessment processes:
  - determining overall risk level
  - determining exposure to the risk
  - estimating probability of negative impacts
  - identifying consequences that could result from the identified risk
- legal, ethical and sustainability considerations for activity development:
  - cultural appropriateness
  - duty of care
  - minimal impact

- minimising waste and conserving resources.

## Assessment Conditions

Skills must be demonstrated in an operational tourism environment. This can be:

- an industry workplace
- a simulated industry environment set up for the purposes of assessment.

Assessment must ensure access to:

- a real or simulated environment for which interpretive activities can be planned and developed
- information sources on subject matter of interpretive activities, resources and other specialists
- current technology for use in activity development
- customers sufficient in number to reflect different customer, organisational or community needs and locations for interpretive activities; these can be:
  - customers in an industry workplace who are assisted by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## **SITTPPD003 Coordinate and operate sustainable tourism activities**

### **Modification History**

Not applicable.

### **Application**

This unit describes the performance outcomes, skills and knowledge required to organise and operate tourism activities with minimal negative environmental and social impact. The emphasis of this unit is on short-term operational action planning and implementation, and does not include a strategic management focus.

The unit applies to the tour operations, cruise, attractions, and holiday parks and resort sectors, and to those working in senior operational or supervisory roles. This could include senior guides or activities coordinators, or owner-operators of small tourism organisations.

The unit is particularly relevant to those who provide tourism experiences in environmentally sensitive areas, including nature or ecotourism-based experiences.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### **Pre-requisite Unit**

Nil

### **Competency Field**

Planning and Product Development

### **Unit Sector**

Tourism

### **Elements and Performance Criteria**

#### **ELEMENTS**

#### **PERFORMANCE CRITERIA**



Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- |   |  |
|---|--|
| <p>1. Organise sustainable activities.</p>        | <p>1.1. Develop experiences that combine education and interpretation.</p> <p>1.2. Ensure positive sustainable outcomes for local communities and environments.</p> <p>1.3. Consult with colleagues and other stakeholders about issues of responsibility for environmental and social sustainability.</p> <p>1.4. Develop techniques and procedures for tourism activities according to relevant codes of practice.</p> |
| <p>2. Conduct activities with minimal impact.</p> | <p>2.1. Select and use minimal impact techniques and procedures for tourism activities appropriate to the area.</p> <p>2.2. Advise customers about minimal impact responsibilities and acceptable behaviour prior to entering area.</p> <p>2.3. Serve as a role model for customers and colleagues.</p> <p>2.4. Address unacceptable customer behaviour.</p>   |
| <p>3. Monitor impact and changes.</p>             | <p>3.1. Monitor and record changes in the natural environment using appropriate technology.</p> <p>3.2. Collect environmental information on behalf of environmental and social agencies as required.</p> <p>3.3. Advise appropriate authorities of environmental and social change promptly.</p>  |

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| <b>SKILLS</b>                        | <b>DESCRIPTION</b>   |
|--------------------------------------|--|
| Reading skills to:                   | <ul style="list-style-type: none"> <li>• interpret sometimes complex materials describing environmental regulatory requirements and guidelines.</li> </ul>                   |
| Writing skills to:                   | <ul style="list-style-type: none"> <li>• document procedures for sustainable tourism activities</li> <li>• advise authorities of environmental and social change.</li> </ul> |
| Numeracy skills to:                  | <ul style="list-style-type: none"> <li>• make simple calculations and take simple measurements.</li> </ul>   |
| Problem-solving skills to:           | <ul style="list-style-type: none"> <li>• identify and respond to situations where minimal impact procedures will be breached.</li> </ul>                                     |
| Initiative and enterprise skills to: | <ul style="list-style-type: none"> <li>• evaluate potential environmental and social impacts and make appropriate responses in organising activities.</li> </ul>             |

Technology skills to:

- use current technology to observe and measure specific changes in environmental and social data relating to the natural environment.

## Unit Mapping Information

SITTPPD403 Coordinate and operate sustainable tourism activities

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## Assessment Requirements for SITTPD003 Coordinate and operate sustainable tourism activities

### Modification History

Not applicable.

### Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- organise and operate tourism activities with minimal negative environmental and social impact in at least two different environments, one of which must be in an environmentally sensitive area
- develop and use minimal impact procedures for activities in above tourism and operating environments that:
  - reflect global environmental issues
  - relate to at least two of the following:
    - educating customers
    - restricting or limiting access
    - site hardening
    - staged authenticity
    - technological solutions.

### Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- global environmental issues, in particular a layperson understanding of the science associated with:
  - climate change
  - consumption of energy, waste and water and pollution
  - waste minimisation practices
  - land management and access
- environmental and social impacts of tourism in relation to global environmental issues, in particular impacts on sites and communities
- issues of responsibility for environmental and social sustainability:
  - negative environmental impacts:
    - disturbance of flora and fauna
    - introduction of exotic and feral species
    - physical damage

- pollution
- visual impacts
- negative social impacts:
  - trivialisation of culture
- positive environmental impacts:
  - visitor education
  - improvement of sites already impacted
  - opportunities for conservation and protection
- positive social impacts:
  - economic benefits to local community
  - employment
  - greater understanding between host and visitor cultures
  - improved local facilities
- visitor education
- practical sustainability considerations for tourism operations:
  - environmentally or culturally sensitive areas and associated minimal impact practices
  - handling and disposal of waste and human waste
  - industry codes of practice
  - use of water sources
- laws, regulations and land management requirements and guidelines:
  - need for permits in national parks or on land under control of traditional owners
  - restrictions on camp site operations and use of open fires
- minimal impact techniques and procedures in relation to:
  - activity-specific guidelines
  - energy use
  - group size
  - interaction with wildlife
  - local customs and courtesies
  - noise
  - setting of camps
  - souveniring
  - use of tracks
  - waste disposal
- biophysical and socio-cultural elements in an environment and the relationship between them
- changes in the natural environment requiring monitoring:
  - breeding events
  - changes to fauna
  - changes to flora
  - erosion

- species sighting
- information collection techniques for monitoring environmental and social impact:
  - what is observed and measured:
    - estimating percentage cover and water parameters
    - temperature
    - weather conditions
  - how specific data is recorded:
    - logbooks
    - photography
    - sighting forms.

## Assessment Conditions

Skills must be demonstrated in an operational tourism environment. This can be:

- an industry workplace
- a simulated industry environment set up for the purposes of assessment.

Assessment must ensure access to:

- an environmentally sensitive location in which activities can be conducted
- real or simulated tourism activities
- current information about environmental practices:
  - legislation
  - guidelines
  - industry codes of practice.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## SITTPPD004 Develop in-house recreational activities

### Modification History

Not applicable.

### Application

This unit describes the performance outcomes, skills and knowledge required to develop in-house recreational activities for different customer groups that match the commercial focus and values of the tourism organisation. It requires the ability to identify and plan suitable activities, coordinate their delivery, and evaluate their success, but not to deliver the activity.

The unit applies to hotel, resort, holiday park, cruise ship and attraction businesses. The unit covers both indoor and outdoor recreational activities provided on-site but does not include tours, activities and events operated by other tourism organisations.

It applies to those people who operate independently or with limited guidance from others. This includes activities officers, senior operational personnel or managers.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### Pre-requisite Unit

Nil

### Competency Field

Planning and Product Development

### Unit Sector

Tourism

### Elements and Performance Criteria

#### ELEMENTS

Elements describe the

#### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to

|  |  |
|--|--|
| essential outcomes.                                | demonstrate achievement of the element.  |
| 1. Plan in-house recreational activities.          | <p>1.1. Identify potential recreational activities and examine options according to customer interest and focus of the organisation.</p> <p>1.2. Identify regulatory and licensing requirements applicable to the activity.</p> <p>1.3. Determine personnel and other resource requirements for delivery of the activity.</p> <p>1.4. Identify threats and hazards, conduct a risk assessment, and incorporate controls for activity operation.</p> <p>1.5. Cost the activity and determine selling price to ensure maximum profitability.</p> <p>1.6. Promote activity to customers and develop reservation arrangements.</p> |
| 2. Coordinate delivery of recreational activities. | <p>2.1. Develop activity information and arrange training for those delivering the activity.</p> <p>2.2. Develop checklists and briefings for use of delivery personnel.</p> <p>2.3. Verify number of participants according to reservation information.</p> <p>2.4. Book personnel and resources to match participant numbers.</p> <p>2.5. Develop and distribute staff-focused activity documentation.</p> <p>2.6. Minimise use of printed materials and maximise electronic transmission of all documents to reduce waste.</p>  |
| 3. Evaluate recreational activities.               | <p>3.1. Monitor success of activities.</p> <p>3.2. Obtain feedback from customers and operational staff.</p> <p>3.3. Modify and continuously improve activities according to feedback.</p>   |

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| <b>SKILLS</b>                 | <b>DESCRIPTION</b>  |
|-------------------------------|---|
| Reading skills to:            | <ul style="list-style-type: none"> <li>interpret complex regulatory documents, customer satisfaction surveys, and operational reports from delivery personnel.</li> </ul> |
| Writing skills to:            | <ul style="list-style-type: none"> <li>prepare promotional materials, detailed operational itineraries, staff checklists and customer briefings.</li> </ul>               |
| Oral communication skills to: | <ul style="list-style-type: none"> <li>discuss accurate operational information with delivery personnel.</li> </ul>   |

- Numeracy skills to:
- calculate numbers of required resources, and statistics of customer satisfaction.
- Problem-solving skills to:
- identify and respond to threats and hazards associated with various recreational activities.
- Initiative and enterprise skills to:
- evaluate the success of various recreational activities and make improvements.
- Technology skills to:
- access and interpret operational itineraries, schedules and templates.

## Unit Mapping Information

SITTPPD404 Develop in-house recreational activities

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>



# Assessment Requirements for SITTPPD004 Develop in-house recreational activities

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- develop and coordinate plans for at least two different recreational activities from the list in the knowledge evidence that reflect different customer interests and/or organisational focus and including:
  - at least one indoor and one outdoor activity
  - identification of potential safety and organisational risks of the above activities
  - identification of all regulatory and licensing requirements that apply to the above activities
- identify, cost and source appropriate resources from the list in the knowledge evidence required to conduct, control, direct, supervise and deliver each of the above activities
- develop information for each of the above activities consisting of at least three of the following:
  - marketing flyers
  - information sheets and timetables
  - participant cost sheets
  - schedule of activities
  - operational itineraries
  - resources allocated to the activity
- identify and implement appropriate processes and methods to measure success of the above activities
- identify and document improvements to each of the above recreational activities in response to success measures above.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- components of various recreational activities
- different types of recreational activities:
  - creative activities:
    - art

- dance
- music
- drama
- educational activities
- fishing
- games
- health and fitness activities
- orienteering
- bushwalking
- team or individual sports
- storytelling
- treasure hunts
- resources required to conduct, control, direct, supervise and deliver recreational activities:
  - human resources:
    - employees
    - contractors
    - guides
    - recreation instructors
    - entertainers
    - performers
    - subject matter specialists or experts
  - other resources:
    - amenities and structures
    - educational aids and participant materials
    - food and beverage
    - furniture
    - guidelines and regulations
    - work health and safety instructions and checklists
    - recreational equipment for bushwalking, fishing, games, health and fitness activities, orienteering, and water-based and other sports
    - treasure hunt prizes
  - vehicles and vessels
- regulatory and licensing requirements:
  - insurance coverage
  - council or statutory permission for certain activities, use of facilities or venues
  - legal compliance for activities and where they may be undertaken:
    - on road
    - on water
    - off-road
  - work health and safety, public liability and duty of care

- operation of equipment and vehicles
- permits and licences required for specific activities
- qualifications and licences required for personnel delivering or supervising activities
- complete details of regulations, permit and licensing requirements for the operation of recreational activities
- public liability responsibilities for customers engaging in recreational activities:
  - directives to personnel delivering the activity and their obligation to control, direct and supervise participants
  - the use of indemnity and waiver forms to minimise risk to the organisation
- work health and safety considerations for personnel delivering the activity:
  - employer responsibilities to provide a safe workplace
  - individual employee responsibilities for ensuring safety of self and others, and for following safety directions
- threats and hazards associated with specific activities, risk assessment processes and procedures, and control mechanisms
- checklists and briefings used in relation to recreational activities:
  - checklists to ensure:
    - equipment is serviceable
    - all resources are available
    - activity is set up for correct participant numbers
  - standard customer briefings as relevant to activity:
    - bans on souveniring
    - interaction with wildlife
    - local customs and courtesies
    - minimising noise
    - risk associated with the activity
    - safe use of equipment
    - use of tracks and roads
    - ways to communicate with and avoid insult to local communities
  - ways to ensure minimal negative impacts on the environment
- environmental impacts and minimal impact practices to be considered by customers when engaging in in-house recreational activities
- formats and inclusions used in:
  - operational itineraries and schedules
  - operational checklists and briefings
  - report templates
  - customer surveys
- measurements for success of activities:
  - number of sales
  - profit
  - positive feedback from customers and personnel

- safety of customers and personnel
- suitability of activity to the organisation:
  - fit with grade or star rating
  - match to customer demographics
  - match with marketing claims
- relevance and adherence to environmental education and sustainability values.

## Assessment Conditions

Skills must be demonstrated in a resort, holiday park, cruise ship or attraction business operation for which recreational activities are developed, implemented and evaluated. This can be:

- an industry workplace
- a simulated industry environment set up for the purposes of assessment.

Assessment must ensure access to:

- computers, printers, communication technology, information programs and publications to facilitate the administrative processes involved in developing recreational activities
- current plain English regulatory documents distributed by government regulators
- current commercial documents used for managing recreational activities:
  - customer surveys
  - operational itineraries and schedules for allocating specific duties and specific physical resources
  - operational checklists and briefings
  - invoices and receipts
  - participant numbers, names and profiles
  - participant waiver and indemnity forms
  - staffing rosters
  - templates for reporting
- different customer groups that match the commercial focus and values of the tourism organisation and for which diverse recreational activities must be developed; these can be:
  - customers in an industry workplace who are assisted by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# SITTPPD005 Develop host community awareness of tourism

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to educate and consult local communities about tourism issues, including their costs and benefits.

The unit applies to local, regional, and state or territory tourism organisations, and to those in organisations who have a strategic focus on the overall and long-term operation of tourism as an industry in a local community. They work independently, often in management roles.

An awareness program would normally be for a local government area or wider region, but may sometimes apply to the development of a particular tourism venue or individual touring product.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## Pre-requisite Unit

Nil

## Competency Field

Planning and Product Development

## Unit Sector

Tourism

## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential outcomes.

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- |   |  |
|---|--|
| 1. Educate and inform the community on tourism. | 1.1. Develop objectives for community education according to organisational goals and nature of the community.<br>1.2. Evaluate and select appropriate communication methods, and devise and implement strategies and programs to maximise the opportunity to inform community about tourism.<br>1.3. Proactively seek opportunities to adopt new or innovative approaches to community education.<br>1.4. Communicate costs and benefits of tourism to the community on an ongoing basis. |
| 2. Develop and maintain stakeholder networks.   | 2.1. Review and assess current and potential stakeholders to determine needs, interests, priorities and relevant trends.<br>2.2. Identify key stakeholders, their representatives and ways to establish and maintain links.<br>2.3. Share expertise, information and resources with networks when appropriate to strengthen links.<br>2.4. Make provision for current relevant information on stakeholders to be gathered and maintained.  |
| 3. Liaise with stakeholders.                    | 3.1. Seek stakeholder views and opinions about tourism activities on an ongoing basis.<br>3.2. Evaluate and integrate stakeholder input in planning and organisation of tourism activities.<br>3.3. Identify potential community conflict and seek solutions in consultation with relevant parties.  |

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| <b>SKILLS</b>                 | <b>DESCRIPTION</b>   |
|-------------------------------|--|
| Reading skills to:            | <ul style="list-style-type: none"> <li>• analyse wide ranging information on varied and potentially unfamiliar topics and statistical data.</li> </ul>         |
| Writing skills to:            | <ul style="list-style-type: none"> <li>• develop printed or digital information materials that communicate complex messages in a user-friendly way.</li> </ul> |
| Oral communication skills to: | <ul style="list-style-type: none"> <li>• conduct consultations with community stakeholders in a culturally appropriate manner.</li> </ul>                      |
| Numeracy skills to:           | <ul style="list-style-type: none"> <li>• work with data about economic costs and benefits of tourism.</li> </ul>   |
| Problem-solving skills to:    | <ul style="list-style-type: none"> <li>• work with stakeholders on potentially complex issues or problems.</li> </ul>  |

- Initiative and enterprise skills to:
- analyse and respond to complex tourism-related issues at a strategic level
  - seek out new and innovative approaches to stakeholder engagement.
- Planning and organising skills to:
- develop and organise multifaceted information and consultation programs.
- Technology skills to:
- support multifaceted communication activities.

## Unit Mapping Information

SITTPPD501 Develop host community awareness of tourism

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>



## Assessment Requirements for SITTPPD005 Develop host community awareness of tourism

### Modification History

Not applicable.

### Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- develop and implement a program and associated strategies for effective communication to a local community about issues to do with:
  - particular tourism venue
  - individual tourism product
- consult and communicate with community groups about above issues, demonstrating knowledge of the role of tourism in each host community, the impact of tourism, and the role of major stakeholders.

### Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- potential impacts of tourism on the community, both costs and benefits:
  - economic
  - social
  - environmental impacts
- strategies and programs to maximise the opportunity to inform community about tourism:
  - community representation on relevant tourism committees and boards
  - educational activities:
    - speaking at local schools
  - media strategies:
    - public relations
    - regular tourism column in local newspaper
    - social media
  - networking activities:
    - functions between tourism operators and communities
    - special interest networks
  - posting information on the internet
  - regular planning activities with the local community

- sponsorship:
  - tourism sponsorship of local community activities
  - business sponsorship of tourism events
- tourism-related concerns that arise in communities, and the ways that they are managed:
  - sustainability
  - competition for space and overcrowding
  - competition for resources
  - conflict between environmental and business groups
  - conflicting opinions about tourism development options
  - conflicting opinions regarding local government levies for tourism
  - perception of reduced resident amenity through increase in tourist activity or visitor numbers
- key stakeholders in the area, their roles in the community, and their perspectives on tourism
- ways to establish and maintain links with host communities:
  - external committees
  - formal consultative bodies
  - informal communication and feedback
  - newsletters or other regular or specific information provision
  - regular liaison activities
  - surveys
  - working parties or taskforces
- community consultation and networking approaches and features, costs and benefits of:
  - media strategies
  - consultation formats
  - stakeholder engagement.

## Assessment Conditions

Skills must be demonstrated in an operational tourism environment. This can be:

- an industry workplace
- a simulated industry environment set up for the purposes of assessment.

Assessment must ensure access to:

- a host community for which a program can be developed
- current information and communications technology to support communication activities
- community stakeholders with whom the individual can consult; these can be:
  - community groups
  - elders of Indigenous communities
  - elected officials

- general public
- government officers
- land management and protection authorities
- media
- tourism industry associations
- tourism operators
- trade unions; or
- individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## SITTPPD006 Assess tourism opportunities for local communities

### Modification History

Not applicable.

### Application

This unit describes the performance outcomes, skills and knowledge required to assess the costs and benefits of tourism development with or on behalf of local communities. It requires the ability to seek all relevant information about potential tourism developments, critically analyse that information and make it available for community consensus and decision.

The unit applies to those who work at a strategic level on tourism planning issues. This could include managers in local, regional or state and territory tourism organisations or councils, tourism business management consultants or senior individuals in communities who take responsibility for cooperative community initiatives.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### Pre-requisite Unit

Nil

### Competency Field

Planning and Product Development

### Unit Sector

Tourism

### Elements and Performance Criteria

#### ELEMENTS

Elements describe the essential outcomes.

1. Seek and analyse information about tourism

#### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Select appropriate communication approaches and consult local community about potential involvement in

- |   |  |
|---|--|
| opportunities.  | tourism opportunities.   |
|   | 1.2. Evaluate information sources for tourism, tourism market trends, and distribution and marketing networks.                       |
|   | 1.3. Identify product and service gaps and evaluate the potential for future sustainable development.                                |
|   | 1.4. Proactively seek new and innovative approaches.   |
| 2. Liaise with external stakeholders.                       | 2.1. Establish and maintain contacts with relevant people outside the community.   |
|   | 2.2. Exchange information and advice with external stakeholders and seek specialist assistance as required.                          |
|   | 2.3. Consult external stakeholders on customer and tourism industry service and quality expectations.                                |
|   | 2.4. Obtain and evaluate information from other communities with experience in establishing and developing similar tourism products. |
| 3. Analyse local community issues.                          | 3.1. Assess potential economic, social and environmental community impact.   |
|   | 3.2. Evaluate currently available infrastructure and infrastructure development required to support delivery of tourism.             |
|   | 3.3. Analyse current community skill levels and need for training or specialist expertise.   |
|   | 3.4. Assess potential conflicts between tourism and other community values.  |
| 4. Consult with the community.                              | 4.1. Conduct community consultations about opportunities and potential tourism developments.   |
|   | 4.2. Provide relevant, current and accurate information to facilitate informed debate and decisions.                                 |
|   | 4.3. Invite external individuals and organisations to talk to the community where appropriate.                                       |
| 5. Apply decisions about tourism opportunities to planning. | 5.1. Make decisions about tourism opportunities based on analysis and consultation, taking into account the wishes of the community. |
|   | 5.2. Integrate information collected into future planning of tourism activities.   |

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| <b>SKILLS</b>                        | <b>DESCRIPTION</b>  |
|--------------------------------------|---|
| Reading skills to:                   | <ul style="list-style-type: none"><li>• research varied and complex information about tourism.</li></ul>                              |
| Oral communication skills to:        | <ul style="list-style-type: none"><li>• manage consultation processes with diverse stakeholders on complex issues.</li></ul>          |
| Numeracy skills to:                  | <ul style="list-style-type: none"><li>• work with cost estimates and research data about tourism.</li></ul>                           |
| Problem-solving skills to:           | <ul style="list-style-type: none"><li>• evaluate and respond to potentially conflicting views.</li></ul>                              |
| Initiative and enterprise skills to: | <ul style="list-style-type: none"><li>• evaluate and make strategic responses to complex information from multiple sources.</li></ul> |
| Planning and organising skills to:   | <ul style="list-style-type: none"><li>• coordinate consultation and management processes.</li></ul>                                   |
| Technology skills to:                | <ul style="list-style-type: none"><li>• disseminate information in a format that assists decision making process.</li></ul>           |

## Unit Mapping Information

SITTPPD502 Assess tourism opportunities for local communities

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITTPD006 Assess tourism opportunities for local communities

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- identify and assess one potential tourism development or product that may provide tourism opportunities for a community or region
- research, document and analyse information on the range of issues that relate to the above development or project and determine potential for its success
- demonstrate effective consultation with diverse stakeholders about the above tourism development or project
- identify, evaluate and make recommendations on tourism opportunities in response to research and consultation.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- cultural and economic impacts of tourism on local communities and regions:
  - benefits:
    - cultural and cultural preservation
    - economic
    - employment opportunities
    - greater understanding between host and visitor cultures
    - improved local facilities
    - visitor education
  - costs:
    - damage to environmentally or culturally sensitive areas
    - effect on social structures
  - trivialisation of culture
- tourism industry structure and interrelationships, networks and information sources
- tourism distribution and marketing networks, especially those that would support any proposed tourism development or product
- main stakeholders in local, regional, state or territory, and national tourism organisations and the structures of these organisations at each level

- current market trends, products and service styles for relevant tourism products and services
- current tourism product base for above community or region
- potential tourism developments or products:
  - accommodation development
  - attraction
  - community involvement in providing staff for external operations
  - community involvement in training for the tourism industry
  - event
  - festival
  - tour operation
  - tourism retailing operation
  - visits to the community by external tour operators
- key features of environmentally or culturally sensitive areas in the local or regional area
- main community stakeholders, the infrastructure within the particular community, and social, cultural and economic aspects of the community
- types of relevant, current and accurate information to be provided to the community:
  - community proposed tourism products
  - community capacity and ability to successfully market and deliver proposed tourism products
  - negative and positive community impacts
  - tourism industry and market information:
    - current market trends and needs
    - product and service gaps within the local area and region
    - service and quality expectations
    - distribution and marketing networks
  - information about other communities
  - recommendations and any alternative product offerings for the community to consider
- consultative and communication mechanisms commonly used by organisations and the local community:
  - community meetings
  - individual and small group consultations
  - presentations from specialist advisers
  - formal and informal community research
  - publication and display of information excerpts for community comment
  - social media activities.

## Assessment Conditions

Skills must be demonstrated in an operational tourism environment. This can be:



- an industry workplace where there is the potential for tourism development or to expand current tourism activities
- a simulated industry environment set up for the purposes of assessment.

Assessment must ensure access to:

- community for which tourism opportunities can be assessed
- current tourism industry data and information sources
- community stakeholders with whom the individual can consult; these can be:
  - extended families in urban or rural settings
  - groups with common cultural links and interests
  - individuals who identify with and are accepted by a particular group
  - residents in urban, regional or rural settings
  - traditional communities on ancestral lands; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# SITTPPD007 Research and analyse tourism data

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to conduct tourism research. It requires the ability to identify research needs, conduct research, interpret the data, and apply the results.

The unit applies to all industry sectors, and to individuals who have senior operational or management roles. Research may be primary or secondary and conducted to inform a range of activities and planning processes. It may be required to assist with customer service, planning and product development, or sales and marketing.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## Pre-requisite Unit

Nil

## Competency Field

Planning and Product Development

## Unit Sector

Tourism

## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential outcomes.

1. Identify research needs.

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Identify research needs based on organisational or situational analysis.

- 1.2. Develop and define research objectives in consultation with relevant colleagues and authorities.
2. Conduct research.
  - 2.1. Select research and data collection methods according to objectives and available resources.
  - 2.2. Evaluate the need for specialist assistance and obtain as required.
  - 2.3. Identify and use appropriate information sources and technology to assist in the research process.
  - 2.4. Conduct research within agreed timeframes and methodologies.
  - 2.5. Identify and action the need for adjustments to the research process as required.
3. Analyse information.
  - 3.1. Analyse and interpret data for key messages and information, using reliable methods of data analysis.
  - 3.2. Ensure that assumptions and conclusions used in analyses are clear, justified, supported by evidence and consistent with research and organisational objectives.
4. Present and apply research results.
  - 4.1. Present recommendations and issues in an appropriate format, style and structure using suitable organisational technology.
  - 4.2. Use results to inform current activities and future planning.
  - 4.3. Communicate research results to appropriate colleagues and external agencies with recommendations and observations.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| <b>SKILLS</b>                 | <b>DESCRIPTION</b>   |
|-------------------------------|--|
| Reading skills to:            | <ul style="list-style-type: none"> <li>• analyse and interpret complex tourism research documents and statistical data</li> <li>• select, synthesise and evaluate information from primary and secondary sources.</li> </ul> |
| Writing skills to:            | <ul style="list-style-type: none"> <li>• organise research findings in a manner that supports the purpose and intended use of information.</li> </ul>  |
| Oral communication skills to: | <ul style="list-style-type: none"> <li>• communicate research findings in plain English.</li> </ul>  |
| Numeracy skills to:           | <ul style="list-style-type: none"> <li>• interpret and apply complex tourism data in order to make recommendations with regard to activities and planning.</li> </ul>  |
| Problem-solving skills to:    | <ul style="list-style-type: none"> <li>• develop recommendations in response to the analysis of complex information and make observations about its significance.</li> </ul>   |

Planning and organising skills to:

- coordinate the practical aspects of the research process.

Technology skills to:

- use current research technologies.

## Unit Mapping Information

SITTPPD503 Research and analyse tourism data

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITTPD007 Research and analyse tourism data

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- identify and plan a tourism research project, based on an organisational or situational analysis that includes at least two of the following research objectives:
  - comparative analysis
  - competitor activity
  - customer preferences
  - distribution networks
  - hypothesis testing
  - identification of trends
  - industry pricing policies
  - visitation patterns
- conduct above tourism research project, showing effective application of:
  - research and data collection methods
  - information from suitable range of sources, including as appropriate:
    - government agency websites and tools
    - industry associations
    - regional, state or territory, and federal tourism marketing agencies
  - reliable data analysis
  - research presentation techniques.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- role of research for different purposes in a tourism industry context:
  - product development and innovation
  - marketing
  - sales
- research techniques and methodologies and their application to different industry situations

- ethical research practices related to intellectual property, confidentiality and privacy
- research and data collection methods, their features and suitability for different purposes:
  - desk-based research
  - electronic counters
  - evaluation of secondary data
  - interviews:
    - face-to-face
    - telephone
    - virtual
  - focus groups
  - information from other organisations
  - observation and listening:
    - questionnaires and surveys
- methods of data analysis:
  - data sampling
  - feedback on results
  - peer review
  - review of previous research
  - statistical analysis
- major tourism research bodies, types of research produced by those agencies and its value to different tourism operators
- types of technology used in the conduct of research projects.

## Assessment Conditions

Skills must be demonstrated in an operational tourism environment. This can be:

- an industry workplace
- a simulated industry environment set up for the purposes of assessment.

Assessment must ensure access to:

- an organisation for which tourism research can be conducted
- current information and communications technology
- current tourism industry data and information sources.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## SITTPPD008 Develop tourism products

### Modification History

Not applicable.

### Application

This unit describes the performance outcomes, skills and knowledge required to manage the strategic product development process from initial research through to product establishment and monitoring.

The unit applies to all industry sectors and to senior personnel working in strategic planning and product development roles. This could include product development managers, marketing managers, operations or general managers, regional tourism managers, account managers, events managers, resort or hotel managers and owner-operators.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### Pre-requisite Unit

Nil

### Competency Field

Planning and Product Development

### Unit Sector

Tourism

### Elements and Performance Criteria

#### ELEMENTS

Elements describe the essential outcomes.

1. Research the market.

#### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1.1.Focus product research according to organisational objectives.

1.2.Evaluate information sources for tourism, tourism market



- trends, and distribution and marketing networks.
- 1.3. Consult with internal and external stakeholders.
  - 1.4. Analyse current market trends, needs, and product and service gaps.
  - 1.5. Identify product development opportunities and target markets, including opportunities for new and innovative approaches.
  - 1.6. Evaluate distribution and marketing networks that support proposed tourism product, including the use of new technologies.
2. Analyse issues relevant to product establishment.
    - 2.1. Identify and analyse product preferences and quality expectations of different consumer markets, including those with special needs.
    - 2.2. Identify and assess external issues that impact on establishing a product.
    - 2.3. Assess suitability of destinations for accessibility and availability of services for target markets.
    - 2.4. Assess organisational capacity to provide proposed product and identify additional resources required.
    - 2.5. Consider issues relating to product life cycle.
  3. Determine profitable selling price.
    - 3.1. Determine net delivery cost by identifying expenditure items.
    - 3.2. Identify organisations involved in the product distribution network and the commission or mark up structures that would apply.
    - 3.3. Incorporate distributor commissions or mark-ups, and determine required profit margin and mark-up for profit.
    - 3.4. Make reasonable cost adjustments to ensure price-competitive product.
    - 3.5. Estimate expected income and assess profitability and yield.
    - 3.6. Clearly and accurately document pricing structures.
  4. Establish the product.
    - 4.1. Create and implement product development plan that incorporates strategies and actions for marketing, communications and implementation.
    - 4.2. Communicate plan to relevant internal and external stakeholders.
    - 4.3. Where appropriate, test new products and services in marketplace prior to full implementation.
  5. Monitor and evaluate the success of the product.
    - 5.1. Monitor product development initiatives based on feedback and other business factors.
    - 5.2. Identify and action changes required in a timely manner and according to any contractual obligations.
    - 5.3. Communicate changes to relevant colleagues, customers and

distributors.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| SKILLS                               | DESCRIPTION  |
|--------------------------------------|--|
| Reading skills to:                   | <ul style="list-style-type: none"> <li>interpret complex tourism research documents that relate to tourism trends, market statistics, information on market preferences and requirements.</li> </ul>               |
| Numeracy skills to:                  | <ul style="list-style-type: none"> <li>assess the profitability of various product options</li> <li>complete complex budgetary costings</li> <li>calculate different commission and mark-up structures.</li> </ul> |
| Problem-solving skills to:           | <ul style="list-style-type: none"> <li>make strategic responses to product development challenges.</li> </ul>  |
| Initiative and enterprise skills to: | <ul style="list-style-type: none"> <li>evaluate and develop strategic responses to complex marketing and business information.</li> </ul>  |
| Planning and organising skills to:   | <ul style="list-style-type: none"> <li>coordinate implementation aspects of product development.</li> </ul>  |
| Technology skills to:                | <ul style="list-style-type: none"> <li>work with current tourism management and marketing systems.</li> </ul>  |

## Unit Mapping Information

SITTPPD601 Develop tourism products

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITTPD008 Develop tourism products

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- research, assess and develop a new product or service for a tourism operation, including:
  - analysing current industry, market and organisational information
  - gap analysis of current products or services
  - determining costs of delivery, distribution and commission structure and setting a profitable selling price for the new product or service
  - creating a product development plan
  - developing measures of success and return on investment for the new product or service.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- features and inclusions of a product development plan
- tourism industry structures, interrelationships and networks
- tourism industry information sources:
  - government bodies:
    - funding agencies
    - land management agencies
  - internet
  - local people
  - reports and research:
    - local, state, regional or national marketing plans
    - statistical data
  - public and private research bodies
  - tourism operators:
    - accommodation
    - destination marketing companies
    - tour operators

- inbound tour operators
- tour wholesalers
- tourism organisations and associations
- training agencies
- distribution and marketing networks that support tourism products in the relevant context
- key stakeholders in local, regional, state and national tourism organisations and the structures of these organisations at each level
- current market trends, products and service styles that meet certain market requirements and quality expectations
- current tourism product base for the proposed destination and market to be serviced
- current and proposed products and services of competitors
- features of the destination at which the product will be delivered
- aspects of laws that impact on tourism operations and actions required of tourism operators:
  - consumer protection:
    - providing services as advertised
    - terms and conditions
    - refund requirements
    - cancellation fees
  - child sex tourism
  - legal liability insurance requirements and duty of care to customers
  - environmental protection:
    - licences
    - permits
    - accreditation
    - minimal impact practice
  - local community protection:
    - land ownership, management and access requirements
- factors impacting organisational capacity to provide proposed product:
  - destination factors:
    - capacity to sustain tourism
  - impacts of potential product diversification for the business
  - profitability issues
  - resource constraints
  - skills requirements
  - sustainability:
    - economic
    - environmental
    - current credentials
    - legislative, accreditation, permit requirements
    - minimal impact issues

- social and cultural
- risk assessment and control requirements
- financial operating costs in tourism organisations; desired profit margins and achievement of high yield in order to determine an appropriate selling price
- expenditure items relevant to the development of tourism products:
  - capital costs and proportion attributed to the product
  - fixed costs
  - human resource costs
  - insurances
  - licensing and permit fees
  - marketing costs
  - operating costs attributed to operating the product
  - supply of component products and services
  - variable costs
- industry commission and mark-up procedures and rates appropriate in the relevant industry context.

## Assessment Conditions

Skills must be demonstrated in a tourism business operation for which tourism products can be developed. This can be:

- an industry workplace
- a simulated industry environment set up for the purposes of assessment.

Assessment must ensure access to:

- current information and communications technology
- current tourism industry data and information sources about tourism market trends.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# SITTPPD009 Develop environmentally sustainable tourism operations

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to plan strategically for environmentally sustainable operations. This is subject to a range of regulatory requirements that relate to environmental sustainability at land management agency and federal, state or territory, and local government level. It requires the ability to establish and operate a sustainable operation and to monitor its environmental impact.

The unit applies to those in the tourism industry with managerial responsibilities in strategic planning and product development. Planning may be for a whole region or local area or for a particular venue, organisation, event or product. The unit applies to any operation with a strong focus on environmental sustainability.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## Pre-requisite Unit

Nil

## Competency Field

Planning and Product Development

## Unit Sector

Tourism

## Elements and Performance Criteria

### ELEMENTS

### PERFORMANCE CRITERIA

Elements describe the essential Performance criteria describe the performance needed to

|  |   |
|--|---|
| outcomes.  | demonstrate achievement of the element.   |
| 1. Plan for environmental sustainability.            | <p>1.1. Make environmental sustainability an integral part of product planning processes.</p> <p>1.2. Conduct evaluations prior to any decision to establish operation.</p> <p>1.3. Consult stakeholders and incorporate their views into planning process.</p> <p>1.4. Investigate methods of managing impact.</p> <p>1.5. Develop strategies that provide social and economic returns to communities.</p> <p>1.6. Proactively seek opportunities for new, innovative and more sustainable approaches to conducting operations.</p> <p>1.7. Develop strategies that balance environmental sustainability and economic viability.</p> |
| 2. Implement environmentally sustainable operations. | <p>2.1. Establish and integrate best practice environmental standards to limit negative environmental impacts.</p> <p>2.2. Evaluate and use technologies for environmental best practice.</p> <p>2.3. Develop environmentally-friendly codes of practice for the operation and for customer use.</p> <p>2.4. Conduct operations according to environmentally sustainable practices, guidelines and legal requirements.</p> <p>2.5. Promote environmental awareness among stakeholders.</p>  |
| 3. Evaluate environmental impact.                    | <p>3.1. Monitor and assess environmental impacts as part of regular management reviews.</p> <p>3.2. Monitor compliance with codes of practice and legislative requirements.</p> <p>3.3. Initiate follow-up action based on assessment of environmental impact and compliance.</p>   |

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

### SKILLS

### DESCRIPTION

|                    |   |
|--------------------|---|
| Reading skills to: | <ul style="list-style-type: none"> <li>interpret materials describing environmental regulatory requirements and codes of practice.</li> </ul> |
| Writing skills to: | <ul style="list-style-type: none"> <li>develop plans, systems and procedures for tourism operations.</li> </ul>                               |

- Oral communication skills to:
- consult with diverse stakeholders on potentially divisive and nuanced issues.
- Numeracy skills to:
- perform complex calculations to assess profitability considerations.
- Problem-solving skills to:
- respond to complex internal and external management challenges.
- Initiative and enterprise skills to:
- evaluate complex issues and information, and develop strategic responses.
- Planning and organising skills to:
- coordinate interrelated planning and operational processes.

## Unit Mapping Information

SITTPPD602 Develop environmentally sustainable tourism operations

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>



# Assessment Requirements for SITTPPD009 Develop environmentally sustainable tourism operations

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- develop a plan for a tourism operation that supports environmental sustainability and provides evidence of:
  - analysis of key environmental issues
  - consultation with key stakeholders
  - evaluation of proposed operation
  - development of strategies and operational approaches that maximise positive impacts
  - integration of current legislation, regulations and industry codes
- implement the above plan, complying with environmentally sustainable practices, guidelines and legal requirements
- monitor and evaluate the environmental impact of the above tourism operation through:
  - community consultation and involvement
  - internal and external education programs
  - implementing sustainable operational initiatives:
    - regularly reviewing optimal group sizes
    - scheduling for optimal weather conditions and seasons
    - selecting most appropriate equipment and transport modes.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- current research trends in the area of ecologically sustainable operations
- current and emerging issues and trends relevant to above operation and the environment
- global environmental issues, in particular a layperson's understanding of the science associated with:
  - climate change
  - energy
  - land management
  - waste and consumption
  - water

- relevance of particular environmental issues to the area or region of work and the specific features and vulnerabilities of the local environment
- methods of environmental evaluation:
  - environmental impact study (EIS)
  - evaluation of organisational capacity to comply with:
    - environmental and community protection laws
    - industry and ecotourism codes of practice
  - social sustainability
  - site studies
- consultation and communication mechanisms used by organisations in the product development process:
  - features
  - nature
  - objectives and outcomes
  - scope
  - time parameters
- strategic frameworks and operational systems and procedures that support environmentally sustainable operations:
  - customers
  - equipment and supplies
  - staff
- ways of balancing ecological sustainability and the economic viability of an operation
- potential negative environmental impacts:
  - disturbance of flora and fauna
  - introduction of exotic and feral species
  - physical damage
  - pollution
  - visual impacts
  - waste issues
- laws, regulations and land management requirements and guidelines:
  - need for permits in national parks or on land under control of traditional owners
  - restrictions on operations in relevant areas.

## Assessment Conditions

Skills must be demonstrated in a destination, location, organisation or event for which an environmentally sustainable operation can be established. This can be:

- an industry workplace
- a simulated industry environment set up for the purposes of assessment.

Assessment must ensure access to:

- current information about environmental practices:
  - legislation
  - guidelines
  - industry codes of practice
- current information and communications technology to support the research and planning process
- stakeholders with whom consultations can take place, these can be:
  - consumer representatives
  - host community
  - investors
  - government authorities
  - land management agencies
  - suppliers of environmentally-friendly products; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# SITTPPD010 Develop culturally appropriate tourism operations

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to plan strategically for culturally appropriate business operations. It requires the ability to establish and operate a culturally appropriate tourism operation and to monitor its impact on local communities.

The unit applies to those in the tourism industry with managerial responsibilities in strategic planning and product development. Planning may be for a whole region or local area or for a particular venue, organisation, event or product. The unit is particularly relevant to those organisations whose products involve substantial cultural content, the inclusion of visits to culturally sensitive sites, or a high level of interaction between people of different cultures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## Pre-requisite Unit

Nil

## Competency Field

Planning and Product Development

## Unit Sector

Tourism

## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential outcomes.

1. Plan for culturally

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1.1. Identify cultural issues for consideration at commencement

- appropriate tourism operations.
- of planning process.
- 1.2.Consult individuals and communities about potential cultural issues and incorporate views into planning process.
  - 1.3.Analyse economic and social community impacts and develop responses that provide social and economic returns to the community.
  - 1.4.Proactively seek opportunities for new, innovative and more sustainable approaches.
  - 1.5.Develop strategies that balance cultural appropriateness and economic viability.
2. Implement culturally appropriate tourism operations.
    - 2.1.Develop codes of practice and procedures that show respect for cultural values, avoid cultural stereotyping and take account of intellectual property issues.
    - 2.2.Conduct operations according to codes of practice and encourage participation from host communities.
    - 2.3.Educate colleagues about other cultures and societies during the development process.
    - 2.4.Promote the need for culturally appropriate behaviour throughout the organisation and with customers.
  3. Evaluate operations.
    - 3.1.Monitor and assess operations to ensure culturally appropriate practices are maintained.
    - 3.2.Conduct regular consultation with stakeholders to obtain feedback.
    - 3.3.Deal with operational issues and consider changes to continuously improve organisational practices.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

### SKILLS

### DESCRIPTION

Reading skills to:

- interpret wide ranging information from a variety of potentially unfamiliar sources
- develop complex documents that include a strategic and tactical focus
- prepare consultation information.

Oral communication skills to:

- manage consultation with the broad community and key community stakeholders
- facilitate information sessions.

Numeracy skills to:

- research statistical data

- estimate financial impacts of different strategies.
  - work with different community views about tourism.
- Problem-solving skills to:
- evaluate complex market and business information and develop strategic responses.
- Initiative and enterprise skills to:
- coordinate planning processes that involve multiple stages and inputs.
- Planning and organising skills to:

## Unit Mapping Information

SITTPPD603 Develop culturally appropriate tourism operations

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITTPD010 Develop culturally appropriate tourism operations

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- develop and implement a plan for a tourism operation that supports cultural sustainability and provide evidence of:
  - analysis of key cultural issues, including as appropriate analysis of:
    - access restrictions
    - cultural differences in styles of negotiation and communication
    - culturally appropriate activities
    - traditional and contemporary values and customs
    - use of appropriate staff
    - use of cultural information
  - consultation with key stakeholders
  - development of strategies and operational approaches that maximise positive impacts
  - identification and integration of best practice approaches
- develop codes of practices and procedures for the above culturally appropriate tourism operation that detail:
  - consultation and communication protocols
  - evaluation mechanisms
  - guidance materials for:
    - appropriate staff and customer behaviour in given situations
    - language skill requirements
    - negotiating contracts in cross-cultural situations
    - use of culturally sensitive information
  - staff selection:
    - involving appropriate people in both product development and delivery
    - appropriate staff for different situations
- implement the above plan for a culturally appropriate tourism operation, encouraging participation from host communities
- evaluate success of the above operation and identify potential areas for improvement.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- key stakeholders in local, regional, state or territory, and national tourism organisations and the structures of these organisations at each level
- key stakeholders in the area and their roles in the tourism planning process
- current and emerging cultural tourism issues and trends relevant to above operation
- potential community impacts:
  - negative impacts:
    - damage to culturally sensitive areas or sites
    - effect on social structures
    - trivialisation of culture
  - positive impacts:
    - cultural benefits
    - economic benefits to local community
    - employment opportunities
    - greater understanding between host and visitor cultures
    - improved local facilities
  - visitor education
- environmental, social, cultural and economic aspects of the area that impact planning, including:
  - current economic status and profile of tourism
  - community attitudes
  - features of environmentally or culturally sensitive areas
  - natural and man-made attractions
  - main industries, past and present
  - socio-economic factors
  - features of the area in relation to other areas, either nearby or with similar profiles
- current tourism operators and product base in the area, and opportunities to extend these
- distribution and marketing networks currently supporting the tourism product base, and opportunities to extend these
- market competitors and the main features of those areas and their tourism strategies
- strategic planning methodologies, key stages and content requirements
- community consultation approaches and, features, costs and benefits of:
  - media strategies
  - consultation formats
  - stakeholder engagement.



## Assessment Conditions

Skills must be demonstrated in a destination, location, organisation or event for which a culturally sustainable operation can be established. This can be:

- an industry workplace
- a simulated industry environment set up for the purposes of assessment.

Assessment must ensure access to:

- current information about practices that support cultural sustainability
- current information and communications technology to support the research and planning process
- stakeholders relevant to the tourism operation and with whom consultations can take place; these can be:
  - host community
  - government authorities; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# SITTPPD011 Develop and implement local or regional tourism plan

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to develop and implement a strategic tourism plan in a local or regional area. It requires the ability to develop the plan in consultation with the local community and monitor its success in the context of the overall and long-term operation of tourism as an industry in the area.

The unit applies to those working at senior levels in local, regional, state or territory tourism organisations who have a strategic tourism planning role.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## Pre-requisite Unit

Nil

## Competency Field

Planning and Product Development

## Unit Sector

## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential outcomes.

1. Conduct research to support tourism planning.

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Gather and analyse current internal and external business and market information.
- 1.2. Evaluate and consult with others about overall approach to tourism development in the area.
- 1.3. Research and develop an inventory of tourism

- infrastructure and carrying capacity of the area.
- 1.4. Analyse product and service gaps and potential for future development and innovation.
  - 1.5. Analyse current skill profile and potential skills gaps in local labour force.
  - 1.6. Assess community impacts, including environmental, social, cultural and economic factors and opportunities.
  - 1.7. Conduct community consultations.
  - 1.8. Investigate community and industry resources available to implement the plan.
2. Develop tourism plan.
    - 2.1. Create plan that includes clear strategic and tactical focus, identifying priorities, responsibilities and timelines.
    - 2.2. Integrate financially-sound resource strategies and take advantage of new and emerging technologies.
    - 2.3. Propose administrative framework and systems capable of supporting the plan.
    - 2.4. Consult appropriate colleagues during planning process.
    - 2.5. Develop performance indicators, contingency plans and evaluation methods.
    - 2.6. Submit plan to appropriate authority for approval prior to implementation.
  3. Implement and monitor tourism plan.
    - 3.1. Initiate an internal and external communications strategy.
    - 3.2. Implement and monitor actions according to schedule and contingencies.
    - 3.3. Develop progress and other reports according to organisational requirements.
    - 3.4. Involve community in tourism issues on an ongoing basis.
  4. Evaluate tourism plans.
    - 4.1. Assess plan effectiveness using agreed evaluation methods and develop new or alternative approaches as required.
    - 4.2. Submit changes for consideration and approval by appropriate authority.
    - 4.3. Implement and communicate agreed changes.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

### SKILLS

Reading skills to:

### DESCRIPTION

- interpret wide ranging information from a variety of potentially unfamiliar sources.

- Writing skills to:
- develop complex documents that include a strategic and tactical focus
  - prepare consultation information.
- Oral communication skills to:
- manage consultation with the broad community and key community stakeholders
  - facilitate information sessions.
- Numeracy skills to:
- research statistical data
  - estimate financial impacts of different strategies.
- Problem-solving skills to:
- work with different community views about tourism.
- Initiative and enterprise skills to:
- evaluate complex market and business information and develop strategic responses.
- Planning and organising skills to:
- coordinate planning processes that involve multiple stages and inputs.

## Unit Mapping Information

SITTPPD604 Develop and implement local or regional tourism plan

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITTPPD011 Develop and implement local or regional tourism plan

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- develop a local or regional tourism plan that demonstrates the following:
  - understanding of key tourism issues in the local area or region
  - an effective planning process, including development of strategic responses to complex community and organisational issues
  - consultation and communication with diverse stakeholders
- implement the strategic tourism plan and evaluate its success in the context of the overall operation of tourism in the area, using at least two of the following evaluation methods:
  - community feedback
  - industry feedback
  - marketing exposure achieved
  - research on business performance, such as research into attendance numbers, enquiry levels, occupancy levels, retail sales or tour sales.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- key stakeholders in local, regional, state or territory, and national tourism organisations and the structures of these organisations at each level
- roles of key stakeholders in the tourism planning process
- tourism infrastructure to be considered in tourism planning:
  - accommodation
  - attractions
  - conference facilities
  - retail
  - tours
  - transport
  - visitor information services
- environmental, social, cultural and economic aspects of the area that impact planning:
  - current economic status and profile of tourism

- community attitudes
- features of environmentally or culturally sensitive areas
- natural and man-made attractions
- main industries, past and present
- socio-economic factors
- features of the area in relation to other areas, either nearby or with similar profiles
- potential community impacts:
  - benefits:
    - cultural benefits and, cultural preservation
    - economic benefits to local community
    - employment opportunities
    - greater understanding between host and visitor cultures
    - improved local facilities
    - visitor education
  - costs:
    - damage to environmentally or culturally sensitive areas
    - effect on social structures
  - trivialisation of culture
- current tourism operators and product base in the area, and opportunities to extend these
- distribution and marketing networks currently supporting the tourism product base, and opportunities to extend these
- market competitors and the main features of those areas and their tourism strategies
- resource strategies relevant to plan, as specified in the performance evidence:
  - financial
  - human
  - physical
- strategic planning methodologies, key stages and content requirements
- community and industry resources for tourism plan implementation:
  - current market position
  - expertise of those likely to implement the plan
  - individual tourism operators who are prepared to contribute to the plan
  - local government resources
  - local skill profile
  - local tourist associations or other industry bodies
  - opportunities for cooperative approaches
  - opportunities for sponsorship
  - potential for state or federal assistance
- community consultation approaches and, features, costs and benefits of:
  - media strategies
  - consultation formats

- stakeholder engagement.

## Assessment Conditions

Skills must be demonstrated in a local, regional, state or territory tourism organisation. This can be:

- an industry workplace
- a simulated industry environment set up for the purposes of assessment.

Assessment must ensure access to:

- local or regional tourism area for which a plan can be developed
- current tourism industry information and data on the area
- community stakeholders for participation in consultation these can be:
  - host community
  - investors
  - government authorities
  - land management agencies; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# SITTTOP001 Load touring equipment and supplies

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to identify, prepare and check touring equipment and supplies.

The unit applies to tour operators. Tours may be day or extended, involve one or more destinations and could use any form of transportation. Individuals working with some independence under limited supervision prepare and check touring equipment. This could include operations coordinators and guides. The unit also applies to owner-operators of small organisations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## Pre-requisite Unit

Nil

## Competency Field

Tour Operations

## Unit Sector

Tourism

## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential outcomes.

1. Identify and prepare touring equipment and supplies.

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Identify required equipment and supplies from tour documentation and liaison with colleagues.
- 1.2. Select and check equipment and supplies against



- requirements.
- 1.3. Use resources in ways that minimise potential for waste and maximise organisational profitability.
  - 1.4. Conduct safety checks according to organisational procedures and statutory requirements.
  - 1.5. Identify, report and rectify shortfalls and problems.
2. Load touring equipment and supplies.
    - 2.1. Load equipment and supplies using safe manual handling techniques.
    - 2.2. Load equipment according to terrain to be covered and access requirements during tour.
    - 2.3. Identify hazardous items and follow safety procedures when loading them.
    - 2.4. Inspect load prior to departure.
  3. Finalise loading.
    - 3.1. Complete pre-departure documentation according to organisational and statutory requirements.
    - 3.2. Report identified problems and suggest improvements.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| <b>SKILLS</b>                      | <b>DESCRIPTION</b>   |
|------------------------------------|--|
| Reading skills to:                 | <ul style="list-style-type: none"> <li>• interpret tour documentation.</li> </ul>  |
| Numeracy skills to:                | <ul style="list-style-type: none"> <li>• calculate and load correct quantities of equipment and supplies.</li> </ul>   |
| Problem-solving skills to:         | <ul style="list-style-type: none"> <li>• evaluate ways of minimising waste and maximising profitability</li> <li>• proactively identify and respond to discrepancies with equipment and supplies.</li> </ul> |
| Planning and organising skills to: | <ul style="list-style-type: none"> <li>• follow a logical selection, loading and checking process.</li> </ul>  |

## Unit Mapping Information

SITTTP301 Load touring equipment

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITTOP001 Load touring equipment and supplies

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- check and load equipment and supplies for each of the following tours according to operational documentation:
  - day tour
  - extended tour
  - tour to single destination
  - tour to multiple destinations
- select equipment required for each of the above tours from each of the following categories, as appropriate to the type of tour:
  - camping
  - catering
  - commercial cargo
  - communication
  - educational
  - maintenance
  - protective clothing
  - recreational
- select supplies required for each of the above tours from each of the following categories, as appropriate to the type of tour:
  - food and beverage
  - fuel
  - medication and first aid kit
  - water
- complete loading and pre-departure checks on equipment and supplies for above tours within typical workplace time constraints.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- features and inclusions of tour documentation in the relevant industry context

- equipment and supplies required for different types of tours, as specified in the performance evidence
- ways in which effective management of equipment and supplies can improve profitability
- ways of minimising waste of equipment and supplies
- tour documentation to be considered:
  - pre-departure documentation:
    - completed checklists
    - fault reports where appropriate
  - supply lists
  - equipment and supplies
  - tour details:
    - itineraries
    - passenger information
  - rooming lists
- safety requirements for handling and loading equipment and supplies:
  - manual handling techniques appropriate to workplace and form of transport
  - manual handling techniques and procedures for hazardous items:
    - aerosols
    - gas containers
    - glass containers
    - medication
    - petrol, fuel and flammable materials
    - sharp items
- legal obligations of tour operators in relation to equipment and supplies:
  - maintenance
  - licensing and accreditation.

## Assessment Conditions

Skills must be demonstrated in a venue, such as an operational depot, from where tours depart and pre-departure checks and loading take place. This can be:

- an industry workplace
- a simulated industry environment set up for the purposes of assessment.

Assessment must ensure access to:

- supplies and equipment used in the operation of a tour in the relevant context
- commercially-realistic ratios of operational staff to equipment and supplies
- tour documentation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## SITTOP002 Provide outdoor catering

### Modification History

| Release   | Comments   |
|-----------|--|
| Release 2 | Pre-requisite added: SITXFSA001 Use hygienic practices for food safety |

### Application

This unit describes the performance outcomes, skills and knowledge required to provide catering for tour participants in an outdoor environment. It requires the ability to plan menus and ensure that food is stored, prepared and served in a safe and hygienic manner.

The unit applies to tour operators who operate tours involving the provision of meals at temporary or semi-permanent sites, picnic areas and rest sites. Outdoor catering may be provided for a day tour or on tours that involve one or more overnight stays. Individuals working independently in the field undertake this role. This could include guides, camp site cooks or owner-operators of small organisations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### Pre-requisite Unit

SITXFSA001 Use hygienic practices for food safety

### Competency Field

Tour Operations

### Unit Sector

Tourism

### Elements and Performance Criteria

#### ELEMENTS

#### PERFORMANCE CRITERIA

|   |  |
|---|--|
| Elements describe the essential outcomes. | Performance criteria describe the performance needed to demonstrate achievement of the element.  |
| 1. Plan outdoor menus.                    | <p>1.1. Plan nutritionally-balanced menus from options available, taking account of touring and participant factors.</p> <p>1.2. Identify special requests and ensure special meals can be offered for those with special dietary requirements.</p> <p>1.3. Identify food safety hazards involved in storing, preparing and serving planned meals assess risks; and take action to eliminate or minimise them.</p> |
| 2. Store and maintain food and beverages. | <p>2.1. Select and use appropriate storage equipment.</p> <p>2.2. Store food and beverage items safely and hygienically.</p> <p>2.3. Monitor quality of food and beverages during tour and make adjustments as required.</p>   |
| 3. Prepare and serve meals.               | <p>3.1. Check, clean and set up food preparation equipment as required.</p> <p>3.2. Treat water, if required, to ensure suitability for human consumption.</p> <p>3.3. Prepare food using safe and hygienic food preparation techniques and a range of cooking methods.</p> <p>3.4. Serve food according to safe hygiene practices.</p>  |
| 4. Clear and clean catering equipment.    | <p>4.1. Clear, clean and break down equipment in a safe, hygienic and environmentally-sound manner.</p> <p>4.2. Store remaining foodstuffs safely and hygienically.</p> <p>4.3. Remove rubbish from site where disposal facilities are not available.</p>  |

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| <b>SKILLS</b>                        | <b>DESCRIPTION</b>  |
|--------------------------------------|---|
| Reading skills to:                   | <ul style="list-style-type: none"> <li>• interpret touring and participant requirements, and cooking and storage instructions.</li> </ul> |
| Numeracy skills to:                  | <ul style="list-style-type: none"> <li>• calculate appropriate numbers of meals and proportions of ingredients.</li> </ul>                |
| Problem-solving skills to:           | <ul style="list-style-type: none"> <li>• monitor and respond to routine food storage and preparation problems.</li> </ul>                 |
| Initiative and enterprise skills to: | <ul style="list-style-type: none"> <li>• assess and respond to food safety requirements.</li> </ul>                                       |

Planning and organising skills to:

- coordinate the meal preparation process for groups of people.

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>



# Assessment Requirements for SITTOP002 Provide outdoor catering

## Modification History

| Release   | Comments   |
|-----------|--|
| Release 2 | Pre-requisite added: SITXFSA001 Use hygienic practices for food safety |

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- safely and hygienically prepare food for one day tour and one tour involving one or more overnight stays in each of the following outdoor environments:
  - temporary or semi-permanent site
  - picnic area or rest site
- use at least three of the following cooking techniques when providing above catering:
  - barbecuing
  - boiling
  - frying
  - grilling
  - roasting
- set up, operate and break down equipment for each of the above outdoor catering.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- general nutritional principles and features of a balanced diet in terms of the food options available for outdoor catering, the need for different food groups, and appropriate quantities
- touring and participant considerations:
  - availability of supplies
  - budget
  - climate
  - duration of trip
  - facilities and equipment available for cooking

- number of participants
- catering for those with different dietary requirements:
  - belief-based diets
  - those with food preferences
  - those with food intolerances and allergies
- key features and operation of common outdoor catering equipment
- food preparation techniques commonly used in an outdoor environment
- preparation and cooking techniques commonly used in an outdoor environment as specified in the performance evidence
- hygiene and food safety issues and hazards that relate to outdoor catering and how to respond to:
  - potential for contaminated water
  - minimal or no facilities to properly wash perishable foodstuffs or cooking and storage equipment
  - lack of access to refrigeration or appropriate cooling facilities for perishable goods
  - cleanliness of preparation areas
  - personal hygiene
  - storage and cross contamination risks
- safety issues associated with outdoor catering equipment, and the use of fires and gas
- environmentally sound disposal methods for catering waste
- basic aspects of national, state or territory food safety laws, standards and codes, especially as they relate to off-site catering:
  - actions that must be adhered to by businesses
  - employee responsibility to participate in hygienic practices
  - role of local government regulators
  - ramifications of failure to observe food safety law and organisational policies and procedures
  - meaning of hazardous foods and major causes of contamination and cross-infection in foods used in the organisation
  - methods of food storage, production, display, service and disposal for food used by the organisation, especially appropriate temperature levels for each of these processes
  - environmental conditions for storage of main food types used in the organisation.

## Assessment Conditions

Skills must be demonstrated in a tourism environment or activity where outdoor catering is provided. This can be:

- an industry workplace
- a simulated industry environment set up for the purposes of assessment.

Assessment must ensure access to:

- an outdoor environment
- appropriate outdoor catering equipment
- food and beverage supplies used for preparing and providing outdoor meals, that are:
  - canned
  - convenience
  - dehydrated
  - fresh
  - frozen
  - long-life
  - vacuum-packed
- storage equipment suitable for outdoor catering:
  - dry goods storage containers
  - ice boxes
  - refrigeration
- sufficient numbers of people to be catered for to reflect local industry needs and product profile.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## SITTTO P003 Allocate tour or activity resources

### Modification History

Not applicable.

### Application

This unit describes the performance outcomes, skills and knowledge required to assess operational tour requirements and allocate human and physical resources to support efficient and effective tour operations.

The unit applies to industry sectors that provide tours and activities for customers. It has particular application to tour operators and to some attractions and theme parks that allocate resources to single or series activities. Individuals working independently with limited guidance from others undertake this role. This could include senior guides or operations managers. The unit also applies to owner-operators of small organisations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### Pre-requisite Unit

Nil

### Competency Field

Tour Operations

### Unit Sector

Tourism

### Elements and Performance Criteria

#### ELEMENTS

Elements describe the essential outcomes.

1. Evaluate resource

#### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1.1.Liaise with colleagues about tour or activity resource

- |  |   |
|--|---|
| requirements.                                    | requirements.   |
| 2. Allocate resources to meet operational needs. | 1.2. Evaluate operational information to determine participant and operational needs.<br>2.1. Assess resource risks and make contingency plans to avoid disruptions.<br>2.2. Maximise profitability in the allocation of resources and consider ways to enhance operational sustainability.<br>2.3. Take account of maintenance, safety and statutory requirements.<br>2.4. Provide colleagues and participants with resource information in a timely manner. |
| 3. Monitor and adjust resource allocation.       | 3.1. Monitor resource efficiency and effectiveness, and action contingency arrangements as required.<br>3.2. Recognise and respond to changes in resource priorities.<br>3.3. Provide and seek regular feedback to facilitate continuous improvement of the operation.  |

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| <b>SKILLS</b>                        | <b>DESCRIPTION</b>  |
|--------------------------------------|---|
| Reading skills to:                   | <ul style="list-style-type: none"> <li>• interpret tour information and customer data.</li> </ul>   |
| Writing skills to:                   | <ul style="list-style-type: none"> <li>• prepare wide ranging operational information, rosters, resource schedules and operational itineraries in established formats.</li> </ul> |
| Oral communication skills to:        | <ul style="list-style-type: none"> <li>• provide and seek regular feedback on efficiency of resource allocation.</li> </ul>   |
| Numeracy skills to:                  | <ul style="list-style-type: none"> <li>• calculate and allocate appropriate resources</li> <li>• calculate costs within a predetermined budget.</li> </ul>                        |
| Problem-solving skills to:           | <ul style="list-style-type: none"> <li>• develop and implement resource contingency plans.</li> </ul>   |
| Initiative and enterprise skills to: | <ul style="list-style-type: none"> <li>• assess and respond to potentially complex and competing operational, profitability and service priorities.</li> </ul>                    |
| Planning and organising skills to:   | <ul style="list-style-type: none"> <li>• coordinate and schedule multiple operational resources.</li> </ul>   |
| Technology skills to:                | <ul style="list-style-type: none"> <li>• work with resource allocation systems.</li> </ul>  |

## Unit Mapping Information

SITTTOP401 Allocate tour or activity resources

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITTTOP003 Allocate tour or activity resources

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- allocate and monitor resources for two different single tour activities and for one series of at least four different tour activities that meet profitability, efficiency and service needs
- demonstrate consideration of the following when allocating resources for the above as appropriate to the tour and activities:
  - human resources:
    - camp site cooks
    - drivers
    - guides
    - hostesses
    - interpreters
    - specialist tour leaders
    - tour guides
    - tour managers
  - physical resources:
    - consumable goods
    - transportation
    - spare parts or equipment
  - equipment:
    - camping
    - catering
    - communication
    - educational
    - first aid equipment
    - maintenance equipment
    - recreational equipment
    - safety equipment
- meet time pressures and other work constraints that apply to the above resource allocation, including demonstrating the application of contingency management skills.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- operational elements of tours or activities relevant to the work context
- operational information considerations:
  - costing and sales price data
  - participant or customer profiles and, special requests
  - supplier information
  - reservations and sales data
  - technical or operational itineraries and schedules
- key aspects of relevant federal, and state or territory legal and safety requirements for resource allocation:
  - human resources:
    - award provisions
    - safe hours of work
    - workplace relations
  - physical resources:
    - equipment safety
    - maintenance and registration requirements
- sustainability considerations in above resource allocation:
  - economic sustainability: business profitability through waste minimisation
  - environmental sustainability: resource conservation and waste minimisation
  - social sustainability: effective management of human resources
- planning and scheduling processes for tour and activity operations in the context of resource allocation
- resource information requirements:
  - operational itineraries giving details of specific resources allocated
  - schedules allocating specific duties
  - schedules allocating specific physical resources
  - staffing rosters.

## Assessment Conditions

Skills must be demonstrated within an operational touring environment for which resources are allocated. This can be:

- an industry workplace
- a simulated industry environment set up for the purposes of assessment.

Assessment must ensure access to:

- operational, reservations and sales data on which resource allocation is based



- systems and documentation used by tour operators to control resource allocation
- current information and communications technology used for resource allocation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# SITTTO P004 Set up and operate a camp site

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to set up, use and break down a touring camp site. Safety, low environmental impact, and adherence to land management guidelines are a key focus.

The unit applies to camping tour operators. Camp sites could be in established camping areas or sites created by the operator. People working independently in the field within established organisational procedures undertake this role. This could include owner-operators or guides.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## Pre-requisite Unit

Nil

## Competency Field

Tour Operations

## Unit Sector

Tourism

## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential outcomes.

1. Select camp site.

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1.1. Access camp site according to tour itinerary and land management requirements.

1.2. Where no designated area exists, select site for comfort, safety and minimal negative environmental impact.

- 1.3. Identify camp site hazards, assess associated risks, and eliminate or minimise hazards.
2. Set up camp site.
  - 2.1. Set up camp site facilities, using safe manual handling techniques for equipment and supplies.
  - 2.2. Arrange shelter appropriate for the prevailing weather and conditions.
  - 2.3. Identify and access required water sources.
  - 2.4. Construct camp fires in a safe location minimising danger to crew, participants and environment.
3. Operate camp site.
  - 3.1. Operate camping equipment according to manufacturer instructions and safety guidelines.
  - 3.2. Establish and follow environmentally-friendly rubbish and human waste disposal procedures.
  - 3.3. Brief customers on waste disposal requirements, agree to procedures, and monitor adherence.
  - 3.4. Discuss and agree on acceptable camp site behaviour with participants.
  - 3.5. Operate camp fires according to land management and safety requirements.
  - 3.6. Monitor camp site operations and make adjustments as required.
4. Break down camp site.
  - 4.1. Safely dismantle, pack and store equipment and belongings.
  - 4.2. Remove rubbish from the site where disposal facilities are not available.
  - 4.3. Extinguish camp fires fully to ensure there is no danger to the environment.
  - 4.4. Leave camp site in the original or improved condition.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

### SKILLS

### DESCRIPTION

Reading skills to:

- interpret:
  - tour itineraries and customer information
  - land management requirements
  - manufacturer instructions.

Problem-solving skills to:

- monitor and respond to potentially unpredictable operational and service challenges.

- Initiative and enterprise skills to:
- identify opportunities to improve camp site safety and environmental impact.
- Planning and organising skills to:
- coordinate the set-up, operation and break down of a camp site.

## Unit Mapping Information

SITTTOP402 Set up and operate a camp site

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITTOP004 Set up and operate a camp site

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- select, set up and safely operate a camp site for a minimum of one night, ensuring minimal negative environmental and social impact and utilising at least three of the following features:
  - dining and cooking area
  - entertainment or scenic viewing area
  - fire site
  - latrines
  - pathways
  - tents
  - wash area
- safely use each of the following items of camping equipment while operating the above camp site:
  - cleaning equipment
  - cooking equipment
  - cutting equipment and tools
  - groundsheets
  - lights
  - sleeping equipment
  - tables and chairs
  - tents
- break down above camp site in line with safety, environmental and land management requirements.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- health and safety issues to be considered when setting up, operating and breaking down a camp site:
  - open fires

- handling and disposing of waste
- safe manual handling for heavy equipment
- features of a desirable camp site and, considerations related to:
  - type of ground
  - level of ground
  - position of trees
  - proximity to water
  - local fauna
  - shade and shelter
- sustainability considerations for camp site operations:
  - environmentally or culturally sensitive areas and associated minimal impact practices
  - industry codes of practice
  - handling and disposal of waste and, human waste
  - use of water sources
- potential negative environmental impacts:
  - damage to camp sites and surrounding areas
  - damage to culturally sensitive areas or sites
  - disturbance or injury to fauna
  - instigation of bush fire due to incorrect management of open fires
  - noise disturbance to the local community
  - physical damage to flora
  - pollution from waste
- camp site hazards:
  - insufficient distance and protection from local wildlife
  - insufficient shade and protection from other weather elements
  - poor access to facilities
  - swollen creeks or rivers and possible flood activity
  - unstable trees or tree branches
  - unstable, rocky or uneven ground
- laws, regulations and land management requirements and guidelines:
  - need for permits in national parks or on land under control of traditional owners
  - restrictions on camp site operations and use of open fires
- operational features of standard camping equipment
- challenges and issues that arise during camp site stays and ways to respond.

## Assessment Conditions

Skills must be demonstrated in an operational tourism environment where a camp site is set up. This can be:

- an industry workplace

- a simulated industry environment set up for the purposes of assessment.

Assessment must ensure access to:

- a group for or with whom the site is set up and operated; this can be:
  - a group in an industry workplace who are assisted by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation
- camping equipment designated in the performance evidence
- camping equipment suited to local industry conditions
- regulation, guidelines and industry codes of practice that apply to camping in the relevant area.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## SITTTOP005 Operate tours in a remote area

### Modification History

Not applicable.

### Application

This unit describes the performance outcomes, skills and knowledge required to work on tours visiting remote areas. It requires the ability to use bushcraft and survival skills, operate communications equipment and conduct tours with minimal impact. There is also a focus on the ability to respond to emergency situations.

The unit applies to tour operators taking customers to remote areas. Those experiences may be day or extended tours. People working independently in the field, within established organisational procedures undertake this role. This could include owner-operators or guides.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### Pre-requisite Unit

Nil

### Competency Field

Tour Operations

### Unit Sector

Tourism

### Elements and Performance Criteria

#### ELEMENTS

Elements describe the essential outcomes.

1. Use bushcraft and survival techniques.

#### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Identify current remote area hazards, assess risks, and action contingency plans to eliminate or control risks.
- 1.2. Read maps and use navigation and communication



- equipment.
- 1.3.Share bushcraft knowledge with participants to enhance tour experiences and use their help as required.
  - 1.4.Use bushcraft and survival techniques in emergency situations to source water, food and shelter and to signal for help or rescue.
2. Operate remote area communications equipment.
    - 2.1.Tune and adjust equipment for clear transmission.
    - 2.2.Obtain and select correct address to make outgoing communication.
    - 2.3.Operate communications equipment according to organisational procedures and safety requirements.
    - 2.4.Relay and receive messages using appropriate volume, tone and radio call signs and conventions.
    - 2.5.Provide appropriate response and information to caller, and confirm that requests have been actioned.
  3. Conduct remote area touring activities with minimal impact.
    - 3.1.Conduct tour to ensure minimal negative environmental impacts and maximum comfort and safety of customers.
    - 3.2.Conduct activities according to any special permit requirements and report incidents to the relevant agency.
    - 3.3.Monitor status of culturally or environmentally sensitive areas and report deficiencies or damage to the relevant agency.
    - 3.4.Minimise the effects of noise on local communities.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| SKILLS                        | DESCRIPTION   |
|-------------------------------|---|
| Reading skills to:            | <ul style="list-style-type: none"> <li>• interpret complex remote area maps.</li> </ul>                                       |
| Oral communication skills to: | <ul style="list-style-type: none"> <li>• use remote area communications equipment clearly and succinctly.</li> </ul>          |
| Numeracy skills to:           | <ul style="list-style-type: none"> <li>• calculate distances between various declinational points.</li> </ul>                 |
| Problem-solving skills to:    | <ul style="list-style-type: none"> <li>• independently respond to varied and unpredictable operational challenges.</li> </ul> |
| Initiative and enterprise     | <ul style="list-style-type: none"> <li>• apply bushcraft and survival skills to emergency situations and</li> </ul>           |

skills to: other challenges that arise during tours in remote areas.

Planning and organising skills to: • coordinate different service and operational elements of a remote area tour.

Technology skills to: • troubleshoot simple issues with communications equipment while on tours in remote areas.

## Unit Mapping Information

SITTTOP403 Operate tours in a remote area

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITTTOP005 Operate tours in a remote area

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- safely operate at least three tours in remote areas with minimal negative environmental and social impact
- operate at least two of the following experiences while on above remote tours:
  - adventure activities
  - aerial sightseeing
  - boating and cruising
  - fishing
  - four-wheel drive sightseeing
  - walking
- use the following types of navigation and communication equipment according to organisational procedures and safety requirements while operating above tours:
  - compass
  - emergency position indicating radio beacon (EPIRB)
  - global positioning system (GPS)
  - radio communication equipment
- demonstrate problem-solving, bushcraft and survival techniques in a remote area during above tours
- identify procedures to respond effectively to at least one emergency situation from each of the three groups below:
  - accidents:
    - falls
    - vehicle or vessel accident
  - equipment failure:
    - communications
    - transport
  - injury or illness to self or customer:
    - dangerous bites or stings
    - heat exhaustion
    - heat stroke

- hypothermia.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- bushcraft and survival techniques:
  - building temporary shelter
  - navigating when lost
  - navigating when maps and navigation equipment fail
  - signalling for help when communications equipment fails
  - sourcing food
  - sourcing water
- map reading and use of navigational equipment
- operational features of remote area communication methods and equipment and, international radio call signs
- key features and operational aspects of equipment and supplies needed for remote area touring
- sustainability considerations for remote area operations:
  - environmentally or culturally sensitive areas and associated minimal impact practices
  - industry codes of practice
  - handling and disposal of waste and, human waste
  - use of water sources
- laws, regulations and land management requirements and guidelines:
  - need for permits in national parks or on land under control of traditional owners
  - restrictions on camp site operations and use of open fires
- safety and regulatory issues that relate to remote tour operation
- remote area hazards:
  - animal or insect infestation
  - blocked roads
  - civil uprising
  - damaged facilities
  - disease
  - flooding
  - inclement weather
  - lack of available supplies
  - landslips
- potential environmental impacts:
  - damage to culturally sensitive areas or sites
  - disturbance or injury to fauna
  - instigation of bush fire due to incorrect management of open fires

- noise disturbance to the local community
- physical damage to flora
- pollution from waste.

## Assessment Conditions

Skills must be demonstrated in a remote area where bushcraft and survival techniques can be demonstrated. This can be:

- a real tour
- a simulated industry activity or tour set up for the purposes of assessment.

Assessment must ensure access to:

- customers and remote tours sufficient in number to reflect typical experiences; these can be:
  - customers in an industry workplace who are assisted by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation
- camping equipment
- navigation and communication equipment:
  - compass
  - EPIRB
  - GPS
  - radio communication equipment
- transportation and other equipment used on remote tours.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# SITTTSL001 Operate online information systems

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to operate an online information system to source information for various operational purposes. It requires the ability to identify information requirements and locate, check and download information.

The unit applies to any tourism, travel, hospitality, or events industry sector. The online system used will vary according to the organisation and industry sector but can include the internet, and any internal or external information database.

This unit mainly applies to frontline sales and operations personnel who operate with some level of independence and under limited supervision. It does, however, describe a basic operational function of minimal complexity and those individuals who work with very little independence under close supervision would also use this skill.

This includes visitor information officers, travel consultants, tour coordinators, account managers for professional conference organisers, event coordinators, tour guides, hotel guest relations officers, tour desk officers, and reservation sales agents.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## Pre-requisite Unit

Nil

## Competency Field

Tourism Sales and Operations

## Unit Sector

Tourism

## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential outcomes.

1. Access online information.
2. Check and download information.

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Determine information requirements.
- 1.2. Identify sources of information and access appropriate online information systems.
- 1.3. Select appropriate search methods for the type of information required.
- 1.4. Use key words and phrases to search for required information.
- 1.5. Use features of the online system to access the full range of required information.
- 2.1. Confirm information covers required scope and purpose.
- 2.2. Conduct a further search if information is insufficient.
- 2.3. Select required information.
- 2.4. Place order for any information that must be purchased.
- 2.5. Download and save information according to system procedures.
- 2.6. Organise information in a suitable format for use, and in line with copyright and intellectual property requirements.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

### SKILLS

Reading skills to:

- apply key search words and phrases
- research, interpret and sort relevant online information
- access and compare numerical information about products and services.

Learning skills to:

- locate key information that meets work requirements.

Problem-solving skills to:

- determine suitable source of information in response to identified requirement
- identify deficiencies in information and to resolve by ongoing searches.

## Unit Mapping Information

SITTTSL201 Operate an online information system

### Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>



# Assessment Requirements for SITTTSL001 Operate online information systems

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- source and retrieve information using an online information system regarding each of the following:
  - destination information for:
    - one international destination
    - one Australian destination
  - booking requirements for a service
  - commission payable for a product or service
  - features and benefits of a product or service
  - rates for a product or service
  - schedules for a service
- complete information retrieval activities within commercial time constraints and deadlines determined by the customer or organisation.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- types of online information systems:
  - computerised reservations systems (CRS)
  - internet
  - intranet
  - global distribution systems (GDS)
  - internal tourism information databases
  - international government tourism authority information systems
  - state and federal government tourism authority information systems
- features and functions of different types of online information systems:
  - payment functions
  - search functions:
    - databases

- internet search engines
- information available from online information systems relevant to the tourism and travel industry:
  - destination information
  - tourism, travel hospitality and event products or services:
    - booking requirements
    - commission levels
    - features
    - rates
    - schedules
- aspects of state, territory or commonwealth copyright and intellectual property requirements for copying online information.

## Assessment Conditions

Skills must be demonstrated in an operational tourism, travel, hospitality or events environment. This can be:

- an industry workplace
- a simulated industry environment set up for the purposes of assessment.

Assessment must ensure access to:

- computers and information systems currently used by the tourism, travel, hospitality or events industries to store product and service-related information
- internet and email
- printers
- storage for computer data
- an online information system currently used in the tourism, travel, hospitality or events industry to administer booking and operational functions
- current plain English regulatory documents describing copyright and intellectual property requirements.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## **SITTTSL002 Access and interpret product information**

### **Modification History**

Not applicable.

### **Application**

This unit describes the performance outcomes, skills and knowledge required to access product information on tourism, travel, hospitality, or events products to fulfil sales or operational needs. It requires the ability to identify sources of information and to interpret specific details of the products.

The product can include any international or domestic product sold by any tourism, travel, hospitality, or events business. The breadth and depth of product knowledge and its application will vary according to the industry sector, workplace and job role. This unit is not about having an in-depth knowledge of products, but focuses on the ability to source and interpret information.

The unit mainly applies to frontline sales and operations personnel who operate with some level of independence and under limited supervision. It does, however, describe a fundamental operational function and those individuals who work with very little independence under close supervision would also use this skill.

This includes visitor information officers, travel consultants, corporate consultants, inbound tour coordinators, account managers for professional conference organisers, event coordinators, tour guides, hotel guest relations officers, tour desk officers, and reservations sales agents.

Personnel selling travel insurance to a client must meet the requirements of the Financial Services Reform Act (2001).

No other occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### **Pre-requisite Unit**

Nil

## Competency Field

Tourism Sales and Operations

## Unit Sector

Tourism

## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential outcomes.

1. Access product information.
2. Interpret product information.
3. Update product knowledge.

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Identify sales or operational need for product information.
- 1.2. Identify and use a range of methods to access sources of product information.
- 1.3. Select sources according to commercial agreements and specific needs.
- 1.4. Source specific product information to meet sales or operational need.
- 2.1. Read and interpret general and specific details about the product and use information to meet sales or operational need.
- 2.2. Interpret jargon or specifications in product information and apply accurately to sales or operational activity.
- 2.3. Identify and assess any customer, sales or operational risks that relate to the product.
- 2.4. Record and store information for future use.
- 3.1. Obtain information to update own knowledge of product features on an ongoing basis.
- 3.2. Source and access information on current and emerging customer technologies.
- 3.3. Share new or updated product information with colleagues.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

### SKILLS

### DESCRIPTION

- Reading skills to:
- interpret at times complex product information and, terms and conditions of product sale
  - research, sort and interpret diverse product information.
- Writing skills to:
- prepare notes and basic summaries of information.
- Oral communication skills to:
- discuss products with colleagues
  - question suppliers about product details.
- Numeracy skills to:
- interpret product rates and tariffs and their application to different customers and seasons
  - use the 24-hour clock in both oral and written contexts.
- Learning skills to:
- locate key information relevant to work requirements.
- Technology skills to:
- use a computer and keyboard
  - manipulate features of online information systems to search for information.

## Unit Mapping Information

SITTTSL202 Access and interpret product information

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITTTSL002 Access and interpret product information

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- research and interpret current, relevant and accurate product information in response to at least three different sales-related and operations-related enquiries
- use at least two of the following sources to access product information for each of the above enquiries:
  - computerised reservations systems (CRS)
  - internet or intranet
  - global distribution systems (GDS)
  - international government tourism authority information systems
  - organisation-designed information systems, such as inventory control databases
  - principal or supplier of the product
  - product library
  - social media websites
  - state and federal government tourism authority information systems
- interpret and correctly use industry terminology and common abbreviations in response to each of the above enquiries for product information
- share and interpret product information with colleagues
- complete activities within commercial time constraints and deadlines determined by the customer or organisation.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- sources of product information and specific product types
- industry accepted terminology, codes and abbreviations for the major categories of tourism, travel, hospitality or event products and services
- features and benefits of tourism, travel, hospitality or event products
- major product categories:
  - accommodation
  - banquets and catering

- conferences and incentives
- cruising
- food and beverage
- vehicle rental
- wholesale and touring
- sales or operational needs for product information in the tourism, travel, hospitality or event industry relating to:
  - booking a supplier service for the customer
  - credentials of the tourism operator in minimising negative environmental, social and cultural impacts
  - hiring special equipment
  - issuing air tickets
  - issuing crew documentation
  - issuing customer documentation for tourism, travel, hospitality or event products
  - promotional products
  - providing specific product information and advice for destinations, food and beverage, or events and functions
  - travel add-ons:
    - flight fuel emissions offset fee ('carbon neutral')
    - pre-payment of baggage charges
    - pre-payment of in-flight meals
    - pre-travel seat selection
    - travel insurance
  - planning functions
  - preparing quotations
  - processing and monitoring event registrations
  - processing a reservation from a customer
  - processing financial transactions
  - providing advice on customer use of new technologies
- travel insurance products:
  - primary components of the Financial Services Reform Act 2001 and organisational responsibility for supplying product disclosure statements and providing accurate information on the provisions of the insurance policy
- methods to obtain product information:
  - accessing and reading promotional information, such as travel guide books, product brochures or product updates
  - accessing the internet and intranet
  - attending professional development activities:
    - product launches
    - promotional seminars
    - trade shows

- workshops
- conferences
- familiarisations
- contact with other organisations:
  - suppliers
  - principals
  - tourist information offices
- formal study
- informal discussions with colleagues and customers
- liaising with trade and general media
- personal on-site observation or exploration
- reading or listening to trade and general references
- watching television, videos or films
- sources of specific product information
- special jargon or specifications:
  - common abbreviations used in the tourism, travel hospitality and event industries
  - industry terminology and codes
  - technical capacity of equipment
  - use of the 24-hour clock
- risks relating to the sale or operation of tourism, travel, hospitality and event products:
  - fluctuations in exchange rates
  - limitations in participation due to:
    - incapacity, age, disability
    - special licence requirements
  - non-operation of the product
  - product price increase
  - products that cause negative environmental, cultural or social impacts:
    - damage to environmentally or culturally sensitive areas or sites
    - damage to roads, tracks and fire trails
    - disturbance or injury to fauna
    - introduction of exotic and feral species
    - noise disturbance to the local community
    - physical damage to flora
    - pollution from vehicle emissions and unmanaged waste
    - trivialisation of culture
  - safety risk to customer in participating in activities
  - seasonal non-availability of the product
  - unclear product provision, deposit, payment and cancellation terms and conditions
  - unclear product, tax and levy costs.



## Assessment Conditions

Skills must be demonstrated in an operational tourism, travel, hospitality or events environment. This can be:

- an industry workplace
- a simulated industry environment set up for the purposes of assessment.

Assessment must ensure access to:

- computers and information systems currently used by the tourism, travel, hospitality and event industries to store product-related information
- the internet
- industry sources of product information
- printers and scanners
- storage for computer data
- customers and colleagues with whom the individual can interact; these can be:
  - customers and colleagues in an industry workplace who are assisted by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## **SITTTSL003 Provide advice on international destinations**

### **Modification History**

Not applicable.

### **Application**

This unit describes the performance outcomes, skills and knowledge required to source and provide customer information and advice relating to international destinations and their features. It requires the ability to identify appropriate information sources and research destinations in order to develop and update a general destination knowledge base.

Specific and detailed product knowledge is covered in SITTTSL002 Access and interpret product information.

International destinations and their features can include any sold by any travel or tourism organisation. Travel and tourism operators, such as travel agents and tour wholesalers, can specialise in one international destination or cover multiple destinations.

The breadth and depth of destination knowledge required will vary according to the industry sector, workplace and job role. This unit is not about having an in-depth knowledge of every destination but focuses on the ability to collect and interpret destination information.

The unit applies to frontline sales and operations personnel who operate with some level of independence and under limited supervision. This includes travel consultants, wholesale operations consultants, account managers for professional conference organisers, event coordinators, tour managers, and reservations sales agents.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### **Pre-requisite Unit**

Nil

### **Competency Field**

Tourism Sales and Operations

## Unit Sector

Tourism

## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential outcomes.

1. Develop knowledge of international destinations.
2. Update knowledge of international destinations.
3. Provide information and advice on specific international destinations.

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Identify and access information sources that provide current and accurate information on international destinations.
- 1.2. Identify and obtain information on functional or operational features of the international destination that meet different customer needs.
- 1.3. Obtain key information on social, cultural and geographical features and current health and safety features of the international destination.
- 1.4. Record and store destination information for future use.
- 2.1. Use formal and informal research to update destination knowledge.
- 2.2. Seek feedback from colleagues and customers on their experience with international destinations.
- 2.3. Share updated information with colleagues.
- 3.1. Identify the specific information and advice needs of the customer.
- 3.2. Promptly provide current and accurate destination information and advice.
- 3.3. Provide an appropriate scope and depth of information to meet customer needs.
- 3.4. Present information and advice in a clear format and style.
- 3.5. Refer customers to current sources of health, safety and regulatory information.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| <b>SKILLS</b>                 | <b>DESCRIPTION</b>   |
|-------------------------------|--|
| Reading skills to:            | <ul style="list-style-type: none"><li>• interpret information on destinations as well as sometimes complex information about specific health, safety and regulatory issues for international destinations</li><li>• research, interpret and sort relevant information.</li></ul> |
| Writing skills to:            | <ul style="list-style-type: none"><li>• prepare basic summaries of information.</li></ul>  |
| Oral communication skills to: | <ul style="list-style-type: none"><li>• listen to and note specific customer needs, providing a verbal summary of information in response.</li></ul>   |
| Learning skills to:           | <ul style="list-style-type: none"><li>• locate key information relevant to work requirements.</li></ul>  |
| Technology skills to:         | <ul style="list-style-type: none"><li>• use a computer and keyboard</li><li>• manipulate features of online information systems to search for information.</li></ul>   |

## Unit Mapping Information

SITTSL301 Provide advice on international destinations

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## Assessment Requirements for SITTTSL003 Provide advice on international destinations

### Modification History

Not applicable.

### Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- provide tailored information to meet the requests of at least three different customers each requiring information on at least five different features of different international tourism destinations
- obtain above information by accessing at least three different information sources from the following list:
  - computerised reservations systems (CRS)
  - global distribution systems (GDS)
  - international government tourism authority information systems
  - internet or intranet
  - organisation-designed information systems
  - principal or supplier information
  - destination and product libraries
  - social media websites
- ensure information provided is current, relevant and accurate
- complete above activities within commercial time constraints and deadlines determined by the customer or organisation.

### Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- formal and informal research methods:
  - accessing and reading promotional information:
    - travel guide books
    - product brochures
    - product updates
  - accessing the internet or intranet
  - attending professional development activities:
    - conferences
    - familiarisations

- product launches
- promotional seminars
- trade shows
- workshops
- contact with other organisations:
  - suppliers
  - principals
  - tourist information offices
- formal study
- informal discussions with colleagues and customers
- liaising with trade and general media
- personal on-site observation or exploration
- reading or listening to trade and general references
- watching television, videos or films
- sources of information on regions and destinations and general types of product offered
- sources of information on current health and safety issues for the above destinations:
  - travel warning advice issued for Australian travellers by the federal government
  - health advisory notices and vaccination information issued by local and international bodies
- sources of information on regulatory issues for the above destinations:
  - passport and visa requirements
  - restrictions for visiting that destination
- specific industry sector and organisation:
  - appropriate breadth of international destination knowledge which must include coverage of all seven continents, and the major regions and destinations therein
- features of international destinations:
  - areas of environmental, social or cultural significance or sensitivity
  - banking and currency information
  - facilities for customers with special needs
  - local customs
  - local economy
  - local facilities
  - major cities, towns and tourist areas and precincts
  - major gateways for and transport networks within the region and destination
  - major man-made tourist attractions
  - special features of the host community
  - special regional features
- each of the destinations of interest to the customers specified in the performance evidence:
  - key information on geographical features of the destination:
    - destination location

- climate and seasonal factors of the destination and its region
- major geographical features of the destination and its region
- key information on cultural and related features of the destination:
  - major cities, towns and tourist areas and precincts
  - areas of environmental, social or cultural significance or sensitivity
  - major man-made tourist attractions
  - major gateways for and transport networks within the destination and its region
  - basic aspects of the history and culture of the host community, cultural mix and language spoken
- key information on socioeconomic features of the destination:
  - current state of the economy
  - basis for the economy
  - currency used
- formats and inclusions used to present information to customers, and styles that cater for those with special needs
- different methods for storing destination information:
  - computerised databases
  - files and notes for specific styles of customer group, touring routes or locations, and particular destinations.

## Assessment Conditions

Skills must be demonstrated in an operation where destination information is provided to customers. This can be:

- an industry workplace
- a simulated industry environment set up for the purposes of assessment.

Assessment must ensure access to:

- computers, printers and information programs currently used by the tourism, hospitality and event industries to store destination information
- current destination and general product information found in sales kits, brochures, product manuals, destination marketing organisation information kits, electronic information sources and information databases
- internet and email
- telephone
- generic computer software and applications:
  - computer operating systems
  - databases
- customers with whom the individual can interact; these can be:
  - customers in an industry workplace who are assisted by the individual during the assessment process; or

- individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>



## SITTTSL004 Provide advice on Australian destinations

### Modification History

Not applicable.

### Application

This unit describes the performance outcomes, skills and knowledge required to source and provide customer information and advice relating to Australian destinations and their features. It requires the ability to identify appropriate information sources and research destinations in order to develop and update a general destination knowledge base.

Specific and detailed product knowledge is covered in SITTTSL002 Access and interpret product information.

Domestic destinations and their features can include any sold by any travel or tourism organisation. Travel and tourism operators in Australia, such as travel agents, tour wholesalers and inbound tour operators, would cover multiple Australian destinations. Visitor information centres and some tour operators would specialise in one region.

The breadth and depth of destination knowledge required will vary according to the industry sector, workplace and job role. This unit is not about having an in-depth knowledge of every destination but focuses on the ability to collect and interpret destination information.

The unit applies to frontline sales and operations personnel who operate with some level of independence and under limited supervision. This includes visitor information officers, travel consultants, tour operations coordinators, inbound tour coordinators, account managers for professional conference organisers, event coordinators, tour guides, hotel guest relations officers, tour desk officers, and reservations sales agents.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### Pre-requisite Unit

Nil

## Competency Field

Tourism Sales and Operations

## Unit Sector

Tourism

## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential outcomes.

1. Develop knowledge of Australian destinations.
2. Update knowledge of Australian destinations.
3. Provide information and advice on specific Australian destinations.

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Identify and access information sources that provide current and accurate information on Australian destinations.
- 1.2. Obtain information on functional or operational features of the Australian destination that meet different client needs.
- 1.3. Obtain key information on social, cultural and geographical features and current health and safety features of the Australian destination.
- 1.4. Record and store destination information for future use.
- 2.1. Use formal and informal research to update destination knowledge.
- 2.2. Seek feedback from colleagues and customers on their experience with Australian destinations.
- 2.3. Share updated information with colleagues.
- 3.1. Identify the specific information and advice needs of the customer.
- 3.2. Promptly provide current and accurate destination information and advice.
- 3.3. Provide appropriate scope and depth of information to meet customer needs.
- 3.4. Present information and advice in a clear format and style.
- 3.5. Refer customers to current sources of health, safety and regulatory information.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| SKILLS                        | DESCRIPTION   |
|-------------------------------|---|
| Reading skills to:            | <ul style="list-style-type: none"><li>• interpret information on destinations as well as sometimes complex information about specific health, safety and regulatory issues for Australian destinations</li><li>• research, interpret and sort relevant information.</li></ul> |
| Writing skills to:            | <ul style="list-style-type: none"><li>• prepare basic summaries of information.</li></ul>   |
| Oral communication skills to: | <ul style="list-style-type: none"><li>• listen to and note specific customer needs, providing a verbal summary of relevant information in response.</li></ul>   |
| Learning skills to:           | <ul style="list-style-type: none"><li>• locate key information relevant to work requirements.</li></ul>   |
| Technology skills to:         | <ul style="list-style-type: none"><li>• use a computer and keyboard</li><li>• manipulate features of online information systems to search for information.</li></ul>  |

## Unit Mapping Information

SITTSL302 Provide advice on Australian destinations

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITTTSL004 Provide advice on Australian destinations

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- provide tailored information to meet the requests of at least three different customers each requiring information on at least five different features of one or more tourism destinations within Australia
- obtain above information by accessing at least three different information sources from the following list:
  - computerised reservations systems (CRS)
  - destination and product libraries
  - global distribution systems (GDS)
  - internet or intranet
  - organisation-designed information systems
  - principal or supplier information
  - regional tourism office information systems
  - social media websites
  - state and federal government tourism authority information systems
- ensure information provided is current, relevant and accurate
- complete above activities within commercial time constraints and deadlines determined by the customer or organisation.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- formal and informal research methods:
  - accessing and reading promotional information:
    - travel guide books
    - product brochures
    - product updates
  - accessing the internet and intranet
  - attending professional development activities:
    - product launches

- promotional seminars
- trade shows
- workshops
- conferences
- familiarisations
- contact with other organisations:
  - suppliers
  - principals
  - tourist information offices
- formal study
- informal discussions with colleagues and customers
- liaising with trade and general media
- personal on-site observation or exploration
- reading or listening to trade and general references
- watching television, videos or films
- sources of information on regions and destinations and types of product offered
- sources of information on current health and safety issues for the destination:
  - health advisory notices issued by the federal and state or territory government health departments
  - safety advisory information issued by federal and local police authorities and emergency service authorities
- specific industry sector and organisation:
  - appropriate breadth of Australian destination knowledge, which must include coverage of all Australian States and Territories, and the major regions and destinations therein
- features of Australian destinations:
  - areas of environmental, social or cultural significance or sensitivity
  - cultural elements
  - facilities for customers with special needs
  - local customs
  - local economy
  - local facilities, banking and public facility information
  - major cities, towns and tourist areas and precincts
  - major gateways for and transport networks within the region and destination
  - major man-made tourist attractions
  - special features of the host community
  - special regional features
- each of the destinations of interest to the customers specified in the performance evidence:
  - key information on geographical features of the destination:
    - destination location
    - climate and seasonal factors of the destination and the region

- major geographic features of the destination and its region
- key information on cultural and related features of the destination:
  - areas of environmental, social or cultural significance or sensitivity
  - major cities, towns and tourist areas and precincts
  - major man-made tourist attractions
  - major gateways for and transport networks within the destination and its region
  - basic aspects of the history and culture of the host community and, cultural mix
- formats and inclusions used to present information to customers, and styles that cater for those with special needs
- different methods for storing destination information:
  - computerised databases
  - files and notes for specific styles of customer group, touring routes or locations, and particular destinations.

## Assessment Conditions

Skills must be demonstrated in a tourism, travel, hospitality or events environment where destination information is provided to customers. This can be:

- an industry workplace
- a simulated industry environment set up for the purposes of assessment.

Assessment must ensure access to:

- computers, printers and information programs currently used by the tourism, travel hospitality or event industries to store destination information
- current destination and general product information found in sales kits, brochures, product manuals, destination marketing organisation information kits, electronic information sources and information databases
- internet and email
- telephone
- generic computer software and applications:
  - computer operating systems
  - databases
- customers with whom the individual can interact; these can be:
  - customers in an industry workplace who are assisted by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## SITTTSL005 Sell tourism products and services

### Modification History

Not applicable.

### Application

This unit describes the performance outcomes, skills and knowledge required to proactively sell tourism, travel, hospitality or event products. It requires the ability to identify specific customer needs, suggest a range of products to meet those needs, provide current and accurate product information and close the sale. The unit only covers sales skills and not related product and destination knowledge which is covered in other units.

The product can include any international or domestic product sold by any tourism, travel, hospitality, or event organisation.

The organisation could be a principal (the supplier) or an agent selling products on behalf of the principal. The sale may be made for a single product or multiple products making up a complete package or itinerary.

This unit applies to frontline sales or operations personnel who operate with some level of independence and under limited supervision. This includes travel consultants, inbound tour coordinators, visitor information officers, account managers for professional conference organisers, event coordinators, tour guides, restaurant managers, banquet coordinators or managers, resort activities coordinators, tour desk officers, reservations sales agents, and owner-operators of tourism organisations.

The sale of travel and tourism products is subject to specific regulations under several federal and state or territory pieces of legislation:

- Personnel selling travel insurance to a client must meet the requirements of the Financial Services Reform Act (2001)
- Inbound tour operators (ITOs), irrespective of their location, selling tours that operate within Queensland are subject to the Queensland Tourism Services Act (2003). They must register with the Queensland Office of Fair Trading. This law also applies to tour guides residing anywhere in Australia when working in Queensland and selling local products. ITO personnel and guides do not need to meet any training or certification requirements.

### Pre-requisite Unit

Nil



## Competency Field

Tourism Sales and Operations

## Unit Sector

Tourism

## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential outcomes.

1. Identify customer product needs.
2. Suggest products that meet customer needs.
3. Provide specific product information and advice.
4. Sell the product.

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Establish rapport with customer to promote goodwill and trust.
- 1.2. Determine customer needs and preferences, including cultural preferences and expectations.
- 1.3. Identify appropriate products to meet customer needs and specific information and advice relevant to these products.
- 1.4. Identify any customer requests which, if met, would breach ethical and legal commitments.
- 2.1. Use product knowledge to tailor product options to specific customer needs.
- 2.2. Make any product suggestions according to current promotional focus and organisational preferred product arrangements.
- 2.3. Make customer aware of additional products that may enhance their request and maximise the sale profitability.
- 2.4. Source additional information to meet specific customer needs.
- 3.1. Provide appropriate scope and depth of current and accurate product information and advice, including relevant product conditions, to meet customer needs.
- 3.2. Suggest alternative products if desired products are unavailable.
- 3.3. Promptly present all options in a clear format and style.
- 3.4. Disclose any sales and product coordination fees in a clear and accessible manner.
- 4.1. Clearly explain and promote product features and benefits.
- 4.2. Provide additional information to address customer questions and objections.
- 4.3. Select and use techniques at the appropriate time to close the

sale with the customer.

4.4. Identify and act on opportunities to enhance the quality of service to customers.

5. Follow up sales opportunities.

5.1. Where appropriate, make follow-up contact with customer.

5.2. Provide required after sales service according to organisational procedures.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

### SKILLS

### DESCRIPTION

|                                    |   |
|------------------------------------|---|
| Reading skills to:                 | <ul style="list-style-type: none"> <li>interpret product features, benefits and conditions and plain English regulatory documents.</li> </ul>                             |
| Writing skills to:                 | <ul style="list-style-type: none"> <li>record all options in a clear format and style to provide a product overview.</li> </ul>   |
| Oral communication skills to:      | <ul style="list-style-type: none"> <li>select and use appropriate verbal and non-verbal language to respond to different personal and cultural customer needs.</li> </ul> |
| Numeracy skills to:                | <ul style="list-style-type: none"> <li>interpret and calculate any sales and product coordination fees.</li> </ul>  |
| Planning and organising skills to: | <ul style="list-style-type: none"> <li>promptly source and provide customer information.</li> </ul>   |

## Unit Mapping Information

SITTTSL303 Sell tourism products and services

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITTTSL005 Sell tourism products and services

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- proactively sell international and domestic destination products from the list in the knowledge evidence to meet the requirements of at least three different customers
- demonstrate the following skills during each of the above customer service interactions:
  - communication with customers to correctly interpret their requirements
  - use of different sales techniques in response to different customer types
  - integration of product knowledge into the sales process
- complete sales within commercial time constraints and deadlines determined by the customer or the organisation.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- types of international and domestic destination products:
  - accommodation
  - activities
  - airfares
  - brochured tour packages
  - cruises
  - entertainment
  - entrance to attractions or sites
  - event management services
  - food, beverage and catering
  - functions
  - incentive tours
  - inclusive products or optional touring products
  - meals
  - meeting or event equipment
  - speaker services

- special event consumable items
- special items with customer's corporate branding
- specially tailored itineraries
- technical equipment and services
- tour guiding services
- tours
- transfers
- transportation
- travel insurance
- vehicle rental
- venue hire
- sales techniques:
  - opening techniques
  - recognising buying signals
  - strategies to focus customer on specific products
  - selling intangible products
  - selling add-ons and complementary products
  - overcoming customer objections
  - closing techniques
- ethical and legal commitments relating to the sale of tourism products:
  - consumer protection
  - products that breach environmental laws
  - products that are known to cause negative environmental, cultural or social impacts
  - products that breach known or advised customer cultural or religious taboos
  - selling air tickets
- those dealing with Australian-based customers, the general characteristics of the main social and cultural groups in Australian society and the key aspects of their cultural and religious protocols and preferences for tourism products
- those working in inbound tourism, the general characteristics of the main inbound tourist markets and the key aspects of their cultural and religious protocols and preferences for Australian tourism products
- regarding the specific industry sector and organisation:
  - considerations for selling specific products:
    - negotiated costs
    - contractual arrangements
    - preferred supplier or agent arrangements
  - primary components of consumer protection laws that relate to selling tourism products and, organisational responsibility for supplying products as described or substituting suitable products
  - primary components of and actions that must be adhered to by tourism organisations under the Criminal Code Act 1995 for child sex offences outside Australia

- inbound tour operators and guides selling and delivering Queensland-based products:
  - primary components of and actions that must be adhered to by tourism organisations under the Queensland Tourism Services Act 2003
- where travel insurance is a product:
  - primary components of the Financial Services Reform Act 2001 and, organisational responsibility for supplying product disclosure statements and providing accurate information on the provisions of the insurance policy
- formats and inclusions used to present information to customers and, styles that cater for those with special needs.

## Assessment Conditions

Skills must be demonstrated in a business operation or activity that sells tourism, travel, hospitality or events products. This can be:

- an industry workplace
- a simulated industry environment set up for the purposes of assessment.

Assessment must ensure access to:

- computers and information systems currently used by the tourism, travel, hospitality and event industries to store product-related information
- internet
- printer
- storage for computer data
- telephone
- specific computerised systems and software programs currently used by tourism, travel, hospitality and events industry operators to:
  - administer travel documents
  - control product inventory
  - control the reservations function for the supply of product
  - facilitate airfare calculations
  - prepare quotations
  - process reservations
  - process event registrations
  - store industry-related and product information
- computerised reservations systems (CRS) currently used in the tourism industry to administer booking and operational functions, book supplier services and maintain accounting records
- customers with whom the individual can interact; these can be:
  - customers in an industry workplace who are assisted by the individual during the assessment process; or

- individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## **Links**

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## SITTTSL006 Prepare quotations

### Modification History

Not applicable.

### Application

This unit describes the performance outcomes, skills and knowledge required to calculate the costs of products and services and to present quotations to customers. It requires the ability to provide quotations for products and services where business pricing has already been determined.

The unit applies to any tourism, travel, hospitality or events industry sector and quotations can be for any international or domestic product. The organisation could be a principal (the supplier) or an agent quoting on products and services on behalf of the principal.

It applies to frontline sales or operations personnel who operate with some level of independence and under limited supervision. This includes travel consultants, inbound tour coordinators, visitor information officers, account managers for professional conference organisers, event coordinators, tour guides, restaurant managers, banquet coordinators or managers, resort activities coordinators, tour desk officers, reservations sales agents, and owner-operators of small tourism organisations.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### Pre-requisite Unit

Nil

### Competency Field

Tourism Sales and Operations

### Unit Sector

Tourism

## Elements and Performance Criteria

### ELEMENTS

### PERFORMANCE CRITERIA

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Calculate costs of products and services.

- 1.1. Create records to administer customer details and requirements.
- 1.2. Source, select and interpret product and costing information to prepare quotation.
- 1.3. Negotiate costs with suppliers according to commercial agreements and relationships, and within scope of individual responsibility.
- 1.4. Calculate commissions or mark-up net costs according to organisational procedures to determine a profitable selling price.
- 1.5. Calculate any additional taxes, special fees and other charges.
- 1.6. Calculate any required currency conversions.
- 1.7. Calculate final cost of product or service package or itinerary.
- 1.8. Check product or service package or itinerary calculation against all individual product and service components.
- 1.9. Keep detailed records of method of calculation, according to organisational formats.

2. Provide quotations to customer.

- 2.1. Prepare quotation to reflect required customer inclusions.
- 2.2. Promptly provide quotation to customer according to organisational procedures and formats.
- 2.3. Include accurate details of cost of product and service provision, and conditions and limitations of quotation.
- 2.4. Offer secondary quotations with options, as appropriate.
- 2.5. Record details of quotation accurately and file according to organisational procedures.
- 2.6. Minimise use of printed materials and maximise electronic transmission and record keeping to reduce waste.

3. Update and record quotations.

- 3.1. Adjust and update quotations to take account of changed requests or arrangements.
- 3.2. Provide most up-to-date quotation to customer inclusive of current conditions and limitations.
- 3.3. Record all details of adjusted quotations and file.



## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| SKILLS                             | DESCRIPTION   |
|------------------------------------|---|
| Reading skills to:                 | <ul style="list-style-type: none"> <li>interpret documents, customer files, customer requests and complex product costing information.</li> </ul>   |
| Writing skills to:                 | <ul style="list-style-type: none"> <li>record customer details and requests, complex quotations and all quotation options in a clear format and style, with accurate details of conditions and limitations specifically applicable to the quotation.</li> </ul> |
| Oral communication skills to:      | <ul style="list-style-type: none"> <li>discuss supplier costs and negotiate a mutually agreeable rate.</li> </ul>   |
| Numeracy skills to:                | <ul style="list-style-type: none"> <li>interpret complex product and costing information and calculate complex costs for all products</li> <li>interpret and calculate any sales and product coordination fees.</li> </ul>                                      |
| Problem-solving skills to:         | <ul style="list-style-type: none"> <li>identify and resolve mistakes in calculations.</li> </ul>  |
| Planning and organising skills to: | <ul style="list-style-type: none"> <li>prepare quotations in correct customer file sequence according to the earliest service dates for customers.</li> </ul>   |
| Technology skills to:              | <ul style="list-style-type: none"> <li>use features of electronic databases.</li> </ul>   |

## Unit Mapping Information

SITTTSL304 Prepare quotations

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITTTSL006 Prepare quotations

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- prepare a quotation covering at least three different tourism, travel, hospitality or event product and service components from the list in the knowledge evidence for at least five different customers with different product and service requirements
- integrate knowledge of commissions and mark-ups and fees into each of the above quotations
- complete activities within commercial time constraints and deadlines determined by the customer and the organisation.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- specific industry sector and organisation:
  - quotation systems and procedures
  - features of products sold
  - sources of costs for products, services and fees
  - sources of negotiated cost of supply, contractual arrangements and preferred supplier arrangements
  - commission and mark-up rates and procedures
  - formats for and inclusions of quotations presented to customers
- conditions and limitations of quotation considerations:
  - changes of conditions of pre-existing quotation or booking
  - changes to provision of pre-existing booking
  - cost of items that are subject to availability
  - date of current quotation
  - exclusions
  - general conditions and rules
  - inclusion of fees, taxes and levies
  - legislative requirements
  - life and expiry date of quotation
  - methods of customer accepting quotation

- payment requirements
- prices being subject to change
- product and service components of quotations:
  - accommodation
  - activities
  - convention facilities
  - cruises
  - domestic products and services
  - entertainment
  - entrance to attractions or sites
  - food, beverage and catering
  - functions
  - international products and services
  - meals
  - meeting or event equipment
  - speaker services
  - special event consumable items
  - special items with customer's corporate branding
  - technical equipment and services:
    - audio-visual
    - pyrotechnics
    - rigging
    - sound and lighting
    - special effects
    - stage design and construction
    - venue styling
  - tour guiding services
  - tours
  - transfers
  - transportation
  - travel insurance
  - vehicle rental
  - venue hire
- special fees and other charges that apply to customer bookings:
  - amendment fee
  - cancellation fee
  - communication fee
  - courier fee
  - credit card fee
  - itinerary preparation fee

- loyalty program redemption fee
- product booking fee
- reconfirmation fee
- service fee
- transaction fee
- visa and passport handling fee
- primary components of consumer protection laws that relate to providing quotations and, organisational responsibility for:
  - nominating and charging cancellation fees
  - providing information on potential price increases
  - providing refunds
  - supplying products as described or substituting suitable products when product is unavailable.

## Assessment Conditions

Skills must be demonstrated in a tourism, travel, hospitality or events business operation or activity that prepares quotations. This can be:

- an industry workplace
- a simulated industry environment set up for the purposes of assessment.

Assessment must ensure access to:

- computers, information systems and software currently used by the tourism, travel, hospitality and event industries to produce and store quotations and product-related information
- internet and email
- printers and scanners
- storage for computer data
- telephone
- current costing information found within brochures, product manuals, tariffs, price lists, supplier information kits, information databases and computerised reservations systems (CRS)
- operational documentation
- details of supplier contracts and customer files
- current plain English regulatory documents distributed by government consumer protection regulators
- customers with whom the individual can interact; these can be:
  - customers in an industry workplace who are assisted by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## **SITTTSL007 Process reservations**

### **Modification History**

Not applicable.

### **Application**

This unit describes the performance outcomes, skills and knowledge required to receive and process reservations for a tourism, travel, hospitality or events product or service offered for sale to agents or direct to the customer. It requires the ability to determine the availability of the product or service, offer alternatives, accurately record the reservation details and administer the reservation through to finalisation. This unit covers the required skills to manage reservations and not the related sales and computer skills that are found in other units.

The product can include any international or domestic product sold by any tourism, travel, hospitality, or event organisation. It applies to those operators who act as principal (the supplier) and who receive and process reservations for the supply of their product or service. This includes airlines, vehicle rental companies, hotels, motels, bed and breakfasts or other accommodation providers, tour operators of any type, outbound tour wholesalers, and attractions and theme parks.

The unit applies to those personnel who operate with some level of independence and under limited supervision. This includes reservations sales agents, reservations consultants, call centre consultants, booking officers, and business owner-operators.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### **Pre-requisite Unit**

Nil

### **Competency Field**

Tourism Sales and Operations

### **Unit Sector**

Tourism

## Elements and Performance Criteria

### ELEMENTS

### PERFORMANCE CRITERIA

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- |  |   |
|--|---|
| 1. Receive reservation request.          | 1.1.Determine availability of requested reservation and advise customer.<br>1.2.Offer alternatives for unavailable reservations, including waitlist options.<br>1.3.Answer enquiries regarding costs and other product features.  |
| 2. Record details of reservation.        | 2.1.Record customer details against reservation to allow correct interpretation by other operational personnel.<br>2.2.Enhance customer service and operational efficiency by using available customer profile or history.<br>2.3.Record any special requests.<br>2.4.Confirm all details with customer, and then confirm their understanding and agreement.<br>2.5.File reservation according to system and procedural requirements and provide customer with reference code.<br>2.6.Prepare and issue documents tailored to customer reservation. |
| 3. Update reservations.                  | 3.1.Retrieve reservation data.<br>3.2.Update financial status of reservation.<br>3.3.Accept, process and record any customer requests for amendments or cancellations.<br>3.4.Provide details of amendment or cancellation conditions and charges and confirm customer understanding and agreement.   |
| 4. Advise others of reservation details. | 4.1.Communicate general and specific customer requirements and reservation details to appropriate departments and colleagues.<br>4.2.Compile and provide reservation statistics.<br>4.3.Minimise use of printed materials and maximise electronic transmission and record keeping to reduce waste.  |

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

### SKILLS

### DESCRIPTION

Reading skills to:
 

- interpret customer files and profiles, customer requests, and

- complex product and costing information.
- Writing skills to:
- complete customer files accurately and legibly
  - succinctly document complex customer requests
  - document any specific conditions applicable to a reservation.
- Oral communication skills to:
- elicit information from customers about their requirements
  - respond to customers, giving clear sequenced information on product information and reservation options.
- Technology skills to:
- manipulate features of online reservation systems.

## Unit Mapping Information

SITTTSL305 Process reservations

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>



## Assessment Requirements for SITTTSL007 Process reservations

### Modification History

Not applicable.

### Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- receive and process at least five different reservations, recording the following details:
  - names and numbers of customers
  - arrival and departure details, times and locations
  - payment arrangements
  - details of particular operational or service requirements specified
  - information for a style of customer, such as special interest groups or those with VIP status
  - loyalty programs
  - special needs
  - special requests, such as bedding, dietary requirements, and request for special services
- issue the following documents tailored to each of the above customer reservations as applicable:
  - confirmation letter
  - credit note
  - information pack
  - invoice
  - receipt
  - service voucher
- update financial status of above reservations, including as applicable:
  - checking and recording that the reservation has been:
    - deposited
    - fully paid
  - checking correct method of payment
  - generating and issuing invoices and credit notes for changed reservations
  - inputting method of payment
  - receiving, processing and recording payments
- complete activities within commercial time constraints and deadlines determined by the customer or the organisation.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- different sources of reservations, and the industry and organisational relationships that exist
- different methods customers use to make reservations:
  - email
  - face to face
  - online
  - telephone
- specific industry sector:
  - different types of reservations and operations systems used
  - customer information required to record details
  - information contained within customer profiles
  - information required by other departments to deliver products and services
  - reservation statistics and their uses
- specific organisation:
  - features of products sold and specific costs
  - protocols and procedures relating to documentation to be provided to customers in relation to above reservations
- formats and inclusions used in reservations documents, confirmation letters and invoices, and styles that cater for those with special needs.

## Assessment Conditions

Skills must be demonstrated in a tourism, travel, hospitality or events business operation or activity that receives and processes reservations. This can be:

- an industry workplace
- a simulated industry environment set up for the purposes of assessment.

Assessment must ensure access to:

- a reservations system currently used by tourism, travel, hospitality or event industry operators to control the reservations function for the supply of their product or service
- internet and email
- printers
- storage for computer data
- telephone
- generic computer software and applications:
  - computer operating system
  - databases

- spreadsheets
- word processing
- current commercial reservations documentation, confirmation letters, invoices and credit notes
- customers with whom the individual can interact; these can be:
  - customers in an industry workplace who are assisted by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## SITTSL008 Book supplier products and services

### Modification History

Not applicable.

### Application

This unit describes the performance outcomes, skills and knowledge required to make and administer customer bookings for products and services. It requires the ability to identify customer booking requirements, request and confirm them with suppliers, and administer all bookings through to finalisation.

The unit does not cover the skills required to receive and process an incoming reservation, which are covered in SITTSL007 Process reservations.

The unit applies to frontline operations personnel who operate with some level of independence and under limited supervision. This includes travel consultants, inbound tour coordinators, visitor information officers, account managers for professional conference organisers, event coordinators, tour guides, banquet coordinators or managers, hotel guest relations officers, tour desk officers, and operations coordinators.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### Pre-requisite Unit

Nil

### Competency Field

Tourism Sales and Operations

### Unit Sector

Tourism

### Elements and Performance Criteria

#### ELEMENTS

#### PERFORMANCE CRITERIA

| Elements describe the essential outcomes.                             | Performance criteria describe the performance needed to demonstrate achievement of the element.   |
|---|---|
| <p>1. Administer customer file and identify booking requirements.</p> | <p>1.1. Interpret existing or create new records of customer booking requirements.</p> <p>1.2. Prepare and issue customer documents.</p> <p>1.3. Update the financial status of customer records.</p> <p>1.4. Identify all supplier services required by customer.</p> <p>1.5. Identify details of specific products and services confirmed with customer.</p> <p>1.6. Where no specific product or service has been confirmed, select appropriate suppliers to ensure customer needs and quoted prices are met.</p> <p>1.7. Select suppliers according to negotiated arrangements to maximise the profitability of the sale.</p> |
| <p>2. Request products and services.</p>                              | <p>2.1. Request products and services from suppliers using appropriate method.</p> <p>2.2. Provide full details of required booking to ensure customer receives correct product or service.</p> <p>2.3. Request return confirmation of booking from supplier.</p> <p>2.4. Make requests for multiple services in the most practical sequence.</p> <p>2.5. Identify flow-on impacts and book alternative dates and products when desired products are unavailable.</p>   |
| <p>3. Record requests and confirmations.</p>                          | <p>3.1. File records of all bookings, including requests and confirmations, according to system and procedural requirements.</p> <p>3.2. Monitor files to ensure all confirmations are received and follow up outstanding confirmations.</p> <p>3.3. Note and schedule future action to be taken for bookings.</p>  |
| <p>4. Update and finalise bookings.</p>                               | <p>4.1. Make and record necessary amendments or adjustments to bookings.</p> <p>4.2. Action supplier payments within designated deadline.</p> <p>4.3. Advise suppliers of final customer details and booking requirements.</p> <p>4.4. Minimise use of printed materials and maximise electronic transmission and record keeping to reduce waste.</p>   |

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| SKILLS                               | DESCRIPTION  |
|--------------------------------------|--|
| Reading skills to:                   | <ul style="list-style-type: none"> <li>interpret customer files, customer requests, customer quotations, complex product and costing information, supplier confirmations and any applicable conditions.</li> </ul>   |
| Writing skills to:                   | <ul style="list-style-type: none"> <li>complete customer documents accurately and legibly</li> <li>record clear and succinct product bookings and file notes.</li> </ul>   |
| Oral communication skills to:        | <ul style="list-style-type: none"> <li>discuss bookings with suppliers.</li> </ul>   |
| Numeracy skills to:                  | <ul style="list-style-type: none"> <li>interpret quotations supplied to the customer</li> <li>interpret costs confirmed by the supplier</li> <li>use the 24-hour clock in both oral and written contexts</li> <li>create and maintain financial documentation to administer bookings.</li> </ul> |
| Initiative and enterprise skills to: | <ul style="list-style-type: none"> <li>book the most cost-effective supplier.</li> </ul>   |
| Planning and organising skills to:   | <ul style="list-style-type: none"> <li>book services in correct customer file sequence according to the earliest service date for customers.</li> </ul>  |
| Technology skills to:                | <ul style="list-style-type: none"> <li>use calculators, computers and printers when booking supplier services.</li> </ul>  |

## Unit Mapping Information

SITTTSL306 Book supplier services

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITTTSL008 Book supplier products and services

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- process three bookings for different products or services listed in the knowledge evidence from initial request to finalisation of the bookings, including at least one for:
  - a single product or service
  - a combination of at least four products or services making up one complete package or itinerary
- service requests and return confirmations efficiently for each of the above bookings
- issue the following paper-based or electronically transmitted customer documents tailored to each of the above bookings:
  - confirmation letters
  - credit notes
  - information packs
  - invoices
  - receipts
- keep accurate records of above bookings and confirmations
- complete activities within commercial time constraints and deadlines determined by the customer and the organisation.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- the specific industry sector and organisation:
  - different types of reservations and operations systems used to administer the booking of supplier services:
    - computerised reservations system (CRS)
    - email
    - fax
    - global distribution system (GDS)
    - internet and intranet
    - mail

- telephone
- booking systems and procedures
- features of products and services sold
- sources of product and service information
- sources of negotiated cost of supply, contractual arrangements and preferred supplier arrangements
- relationship between the organisation and the supplier
- different supplier services that are booked:
  - accommodation
  - activities
  - airline flights
  - charter flights
  - cruises
  - entertainment
  - entrance to attractions or sites
  - event management services
  - food, beverage and catering
  - functions
  - meals
  - meeting or event equipment
  - speaker services
  - special event consumable items
  - special items with customer's corporate branding
  - technical equipment and services:
    - audio-visual
    - pyrotechnics
    - rigging
    - sound and lighting
    - special effects
    - stage design and construction
    - venue styling
  - tour guiding services
  - tours
  - transfers
  - transportation
  - vehicle rental
  - venue hire
- different types of bookings that are made for:
  - conferences
  - events



- group bookings
- incentive tours
- inclusive tours or optional tours
- individuals
- meetings
- one-off touring arrangements
- series tours
- industry terminology and common abbreviations used in bookings and confirmations
- primary components of consumer protection laws that relate to the provision of products and services, specifically organisational responsibility to:
  - supply products and services as described
  - substitute suitable products and services when unavailable
- processes involved in updating the financial status of bookings:
  - checking that the customer has fully paid
  - generating and issuing invoices and credit notes for changed arrangements
  - receiving, processing and recording payments
- supplier payment actions:
  - issuing an electronic miscellaneous document (EMD)
  - reviewing internal orders
  - requesting payment from the accounts department
  - self-administering the payment
  - sending payment by cheque or electronic transmission
- key booking details:
  - any pre-negotiated costs and payment details
  - customer details
  - nature of product or service to be provided
  - special requests or requirements
  - in the case of a service, date, time and location of its commencement and conclusion
- return confirmation inclusion details:
  - cost
  - date, time and location of commencement and conclusion of service
  - payment method and deadline
  - any special requests
- formats and inclusions used in supplier booking requests, and styles that cater for those with special needs.

## Assessment Conditions

Skills must be demonstrated in a tourism, travel, hospitality or events business operation or activity that books supplier services. This can be:

- an industry workplace

- a simulated industry environment set up for the purposes of assessment.

Assessment must ensure access to:

- customer booking requirements for which supplier bookings can be made
- CRS currently used by tourism, travel hospitality or event industries to administer booking and operational functions, book supplier services and maintain accounting records
- internet and email
- storage for computer data
- telephone lines and equipment
- computers, printers and software programs currently used by tourism, hospitality or event industry operators to book supplier services
- operational documentation, details of supplier contracts and customer files
- customers with whom the individual can interact; these can be:
  - customers in an industry workplace who are assisted by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## **SITTTSL009 Process travel-related documentation**

### **Modification History**

Not applicable.

### **Application**

This unit describes the performance outcomes, skills and knowledge required to process a range of travel and tourism documentation. It requires the ability to identify and interpret all documentation requirements and to prepare and despatch documents within designated deadlines.

The product can include any international or domestic product sold by any tourism, travel, hospitality, or event organisation. This unit applies to all organisations where travel and tourism documents, including air tickets, are issued to customers, suppliers and sometimes to tour delivery staff.

The unit applies to frontline sales and operations personnel who operate with some level of independence and under limited supervision. This includes travel consultants, inbound tour coordinators, visitor information officers, account managers for professional conference organisers, event coordinators, tour guides, tour desk officers, and operations coordinators. Some larger organisations support a documentation department staffed by entry-level documentation officers who may require more supervision.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### **Pre-requisite Unit**

Nil

### **Competency Field**

Tourism Sales and Operations

### **Unit Sector**

Tourism

## Elements and Performance Criteria

### ELEMENTS

### PERFORMANCE CRITERIA

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Interpret information required for processing documentation.

- 1.1. Identify deadline for preparing and issuing documents.
- 1.2. Interpret existing reservation data to identify all customer details.
- 1.3. Identify and interpret details of specific products and services confirmed to customer and check prices quoted.
- 1.4. Identify confirmed bookings held for customers and check costs quoted by product and service suppliers.
- 1.5. Identify sources of general information required to issue necessary documents.
- 1.6. Check payment status of customer files and take appropriate action.
- 1.7. Check for and report any discrepancies in costs and take required action.
- 1.8. Identify operational documents required by personnel involved in delivering the product.

2. Process documentation.

- 2.1. Prepare accurate documentation within designated timeframes.
- 2.2. Record required details on documentation with accuracy and according to applicable product conditions.
- 2.3. Calculate supplier costs and record in supplier documents.
- 2.4. Action supplier payments within designated deadline.
- 2.5. Check all documentation for accuracy prior to issue and amend as necessary.
- 2.6. Process, file and despatch copies of documents according to organisation and supplier requirements.

3. Finalise processing of documentation.

- 3.1. Issue documents and reissue as required.
- 3.2. Process required refunds or additional payments according to product conditions.
- 3.3. Minimise use of printed materials and maximise electronic transmission and record keeping to reduce waste.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| SKILLS                             | DESCRIPTION  |
|------------------------------------|--|
| Reading skills to:                 | <ul style="list-style-type: none"><li>interpret customer reservation and operational data, and complex itineraries and product information.</li></ul>  |
| Writing skills to:                 | <ul style="list-style-type: none"><li>record accurate and clearly expressed travel-related documents.</li></ul>  |
| Oral communication skills to:      | <ul style="list-style-type: none"><li>discuss customer data and cost discrepancies with colleagues or supervisors.</li></ul>   |
| Numeracy skills to:                | <ul style="list-style-type: none"><li>calculate costs quoted to the customer</li><li>use the 24-hour clock in a written context and then translate it to the 12-hour clock for customer use</li><li>issue documents with correct monetary value.</li></ul> |
| Planning and organising skills to: | <ul style="list-style-type: none"><li>prepare and issue documents in correct customer file sequence according to the earliest service dates for customers.</li></ul>   |
| Technology skills to:              | <ul style="list-style-type: none"><li>use calculators, computers, software programs and printers when preparing documents.</li></ul>   |

## Unit Mapping Information

SITTTSL307 Process travel-related documentation

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITTTSL009 Process travel-related documentation

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- interpret and confirm reservation data for at least three different confirmed customer bookings, including at least one international and one domestic booking
- for each of the above customer bookings, accurately process both paper-based and electronically transmitted documentation as applicable relating to a travel and tourism product or service, using at least three types of documentation as specified in the knowledge evidence
- complete activities within commercial time constraints and deadlines determined by the customer or the organisation.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- different types of reservations and operations systems used to issue above travel-related documentation
- sources of general information:
  - air travel information:
    - airline schedules and timetables
    - airline fare manuals
    - tariffs from airlines
    - tariffs from consolidators
    - special bulletins issued by airlines and consolidators
  - brochures
  - computerised reservations systems (CRS)
  - global distribution systems (GDS)
  - contracts with suppliers
  - database of product suppliers and their details
  - internet sites
  - price schedules
  - timetables

- visa guides
- sources of information for:
  - customer details
  - supplier details
  - agent details
  - product information
  - product costs
  - document delivery details
- customer details required for processing travel-related documentation:
  - address for delivery of documents
  - age
  - agent details
  - date required for delivery of documents
  - name
  - special requirements to be noted on documents
- types of documentation:
  - air travel documents:
    - e-tickets
    - multi-purpose documents (MPD)
    - credit card charge forms (CCCF)
    - exchange tickets
  - briefing notes for crew
  - bus, coach or other form of transportation tickets
  - commission vouchers
  - confirmation letters
  - delegate information packs
  - letter of commission disclosure
  - letters advising sources of information relating to health, safety and regulatory issues for the customer's attention
  - letters outlining terms, conditions and liability restrictions
  - meeting or event confirmation letters
  - operational itineraries for crew
  - passenger itineraries
  - passenger lists
  - product disclosure statements
  - rooming lists
  - sales returns
  - travel insurance documentation
  - traveller's cheque requests
  - visa and passport forms

- vouchers for tourism products or services
- specific industry sector:
  - documentation types and standard formats
- documentation requirements for:
  - conferences
  - groups
  - guests or delegates
  - incentive tours
  - inclusive tours or optional tours
  - individual customers
  - meetings
  - multiple products and services making up a complete itinerary
  - one-off touring arrangements
  - series tours
  - single product or service
- specific organisation:
  - negotiated supplier costs and contractual arrangements for payments
  - features of products sold
  - formats and inclusions used in customer, supplier and crew documents, vouchers, and rooming lists
  - procedures and methods for paying suppliers
- processes involved in actioning supplier payments:
  - issuing an electronic miscellaneous document (EMD)
  - requesting payment from the accounts department
  - self-administering the payment
  - sending payment by cheque or electronic transmission.

## Assessment Conditions

Skills must be demonstrated in a tourism, travel, hospitality or events business operation or activity that processes travel-related documents. This can be:

- an industry workplace
- a simulated industry environment set up for the purposes of assessment.

Assessment must ensure access to:

- customer and operational files providing reservation and operational information for issuing documentation
- computers, printers and software programs currently used by the tourism, hospitality or event industries to administer travel and tourism documents



- current product information found in sales kits, brochures, timetables, tour schedules, product manuals, supplier information kits, information databases and CRS
- current template documents for each of the documents listed in the knowledge evidence
- where assessment covers air documents and tickets:
  - current airline, consolidator and International Air Transport Association (IATA) documentation or computer data, tariffs and bulletins outlining rules, conditions and regulations
  - IATA actual or training facsimile air documentation
- customers with whom the individual can interact; these can be:
  - customers in an industry workplace who are assisted by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# **SITTTSL010 Use a computerised reservations or operations system**

## **Modification History**

Not applicable.

## **Application**

This unit describes the performance outcomes, skills and knowledge required to use a computerised reservations or operations system to create, maintain and administer bookings for products and services. The unit covers the required computer skills to use all system functions and capabilities and not the related sales skills, which are found in other units.

The unit applies to any tourism, travel, hospitality or event industry sector and any computerised system used to manage international or domestic product sales.

It applies to frontline sales and operations personnel who operate with some level of independence and under limited supervision. This includes travel consultants, inbound tour coordinators, visitor information officers, account managers for professional conference organisers, event coordinators, tour desk officers, operations consultants, and reservations sales agents.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## **Pre-requisite Unit**

Nil

## **Competency Field**

Tourism Sales and Operations

## **Unit Sector**

Tourism

## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential outcomes.

1. Access and manipulate system information.
2. Use computer system features to create and administer reservations.
3. Send and receive communications.
4. Administer sales and operations functions using the system.

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Access and interpret system displays.
- 1.2. Use system features to access a range of information.
- 2.1. Check availability of required product or service according to system functions.
- 2.2. Create new reservations containing accurate customer details.
- 2.3. Input customer details in the format required by the system.
- 2.4. Retrieve bookings using the format required by the system.
- 2.5. Make and save accurate updates and amendments to reservations.
- 2.6. Reinstate, duplicate or split reservations as required.
- 2.7. Save, print and file required reservation details.
- 3.1. Create and process accurate communications to industry colleagues using system functions.
- 3.2. Access and interpret communications from industry colleagues.
- 4.1. Use system capabilities to manage the particular sales or operational need.
- 4.2. Use system capabilities to manage required accounting processes for reservations.
- 4.3. Produce reports to meet sales and operational needs.
- 4.4. Minimise use of printed materials and maximise electronic transmission and record keeping to reduce waste.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| <b>SKILLS</b>                      | <b>DESCRIPTION</b>   |
|------------------------------------|--|
| Reading skills to:                 | <ul style="list-style-type: none"><li>• interpret system codes, abbreviations and complex product information controlled by the system, which can include costs, terms and conditions of sale.</li></ul> |
| Writing skills to:                 | <ul style="list-style-type: none"><li>• input accurate customer or operational details</li><li>• create accurate and succinct notes for special requests or operational details.</li></ul>               |
| Numeracy skills to:                | <ul style="list-style-type: none"><li>• manage accounting processes for particular reservations</li><li>• interpret statistical data within various reports.</li></ul>                                   |
| Problem-solving skills to:         | <ul style="list-style-type: none"><li>• identify, report or resolve system failures and inaccurate product information.</li></ul>  |
| Planning and organising skills to: | <ul style="list-style-type: none"><li>• meet system-created deadlines for payments and issuing documents.</li></ul>  |
| Technology skills to:              | <ul style="list-style-type: none"><li>• use a computer and keyboard</li><li>• use capabilities and functions of a reservations or operations system.</li></ul>   |

## Unit Mapping Information

SITTTSL308 Use a computerised reservations or operations system

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITTTSL010 Use a computerised reservations or operations system

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- operate a computerised reservations or operations system to create and administer at least five different product or service reservations or operations from the following list:
  - accessing product information
  - booking a supplier service for a customer
  - constructing airfares
  - hiring special equipment
  - issuing air tickets, crew documentation, or customer documentation
  - planning functions
  - preparing quotations
  - processing and monitoring event registrations
  - providing specific product information and advice for destinations, foods and beverages, or events and functions
  - purchasing promotional products
  - selling tourism, hospitality or event products to the customer
- demonstrate the correct use of the full range of features when completing each of the above activities
- complete activities within commercial time constraints and deadlines determined by the customer or the organisation.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- specific industry sector:
  - different types of computer systems used for reservations and operations
  - products and services controlled by different computer systems
  - reservations terminology and jargon
  - role of computerised reservations and operations systems
- systems:
  - any organisation-specific computerised reservations or operations system

- industry-wide systems used by agencies when booking supplier services:
  - computerised reservations systems (CRS)
  - global distribution systems (GDS)
- industry-wide systems used by:
  - accommodation providers
  - holiday parks and resorts
  - inbound tour operators
  - outbound tour wholesalers
  - meetings and events management organisations
  - tour operators
  - vehicle rental companies
- operations-based
- property management system (PMS)
- reservations-based
- types of reservations:
  - inbound, for the supply of products and services by principals or suppliers:
    - accommodation providers
    - airlines
    - attractions
    - cruise operators
    - event staging businesses
    - function venues
    - holiday parks and resorts
    - meeting, conference and exhibition venues
    - outbound tour wholesalers
    - restaurants
    - tour operators
    - vehicle rental companies
  - outbound to book supplier service from:
    - event management companies
    - inbound tour operators
    - outbound tour wholesalers
    - retail travel agencies
- customer groups for whom reservations are made:
  - business travellers
  - events attendees
  - groups
  - inbound tourists
  - individuals
  - meetings and conference delegates

- tour guides, crew and other touring personnel
- tourists travelling domestically or internationally
- specific reservations and operations system:
  - sales, operational and accounting functions that can be controlled by the system
  - system codes for and requirements to enter and exit a system
  - reservation and operational jargon and entries, encodes and decodes
  - mandatory fields
  - specific formatted entries
  - system requirements for:
    - confirming, storing and retrieving reservations or operational data
    - amending and cancelling reservations
    - sending and receiving messages
  - diary entries and use of system-created deadlines for payments and issuing documents
  - use of the following reports required for product or service reservations or operations specified in performance evidence above:
    - accounting
    - business forecasts
    - cost comparisons for various product suppliers
    - customer activity
    - event attendance and registration
    - reservation activity
    - sales total and, sales generated by individual staff members and sales mix
    - specific to a department
    - usage rates for various product suppliers
    - used to determine currency of information held in the system
    - used to negotiate rates
- updates and amendments made through computerised reservations or operations systems:
  - adding additional customers
  - cancelling a booking
  - changing an itinerary by adding or deleting products or services
  - changing customer names, if permitted
  - cross-referencing multiple bookings
  - duplicating a booking
  - entering:
    - invoicing details
    - payment details
    - ticketing or voucher details
  - reinstating a booking
  - splitting an existing reservation
- accounting processes for which computerised reservation or operations systems are used:

- issuing:
  - credit notes
  - gift vouchers
  - internal events or function orders
  - internal purchase orders
  - invoices
- managing the receipt of customer payments and refunds
- reconciling all financial transactions.

## Assessment Conditions

Skills must be demonstrated in a tourism, travel, hospitality or events business operation or activity that uses a computerised reservations system to administer sales or operational functions. This can be:

- an industry workplace
- a simulated industry environment set up for the purposes of assessment.

Assessment must ensure access to:

- reservations for products or services for which the computerised reservations or operations system must be used
- a computerised reservations or operations system currently used in the tourism, travel, hospitality or event industries to administer sales and operational functions.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>



## SITTTSL011 Source airfares for domestic flights

### Modification History

Not applicable.

### Application

This unit describes the performance outcomes, skills and knowledge required to create flight itineraries and source airfares for domestic air travel. It requires the ability to interpret flight information and conditions applicable to specific fares and to quote on airfares that meet customer needs.

The unit applies to tourism and travel industry organisations that sell domestic airfares such as travel agencies, tour wholesalers and consolidators.

It applies to frontline sales and operations personnel who operate with some level of independence and under limited supervision. This includes travel consultants and managers, ticketing consultants, consolidator ticketing officers and reservations and operations consultants.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### Pre-requisite Unit

Nil

### Competency Field

Tourism Sales and Operations

### Unit Sector

Tourism

### Elements and Performance Criteria

#### ELEMENTS

#### PERFORMANCE CRITERIA

Elements describe the essential Performance criteria describe the performance needed to

|   |  |
|---|--|
| outcomes.   | demonstrate achievement of the element.  |
| 1. Interpret domestic airfare information.          | 1.1. Identify and access sources of fare information.<br>1.2. Interpret information on domestic flights, fares and conditions applicable to specific fares.  |
| 2. Create domestic flight itineraries and airfares. | 2.1. Identify domestic flight options to meet customer needs.<br>2.2. Create flight itineraries and source airfares for direct and connecting domestic flights.<br>2.3. Source costs for promotional and sector fares.<br>2.4. Identify costs of concession fares.<br>2.5. Calculate taxes, fees and surcharges.<br>2.6. Check calculations for accuracy.<br>2.7. Compare domestic airfares and quote optimum airfare that meets customer needs. |
| 3. Document and maintain records of calculations.   | 3.1. Record full details of the calculated airfare.<br>3.2. Minimise use of printed materials and maximise electronic record keeping to reduce waste.  |

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| SKILLS                             | DESCRIPTION  |
|------------------------------------|--|
| Reading skills to:                 | <ul style="list-style-type: none"> <li>interpret complex flight schedules, airline and consolidator fare schedules and applicable conditions</li> <li>research and sort relevant airfare information.</li> </ul>   |
| Writing skills to:                 | <ul style="list-style-type: none"> <li>record accurate and legible records of fare calculations.</li> </ul>  |
| Numeracy skills to:                | <ul style="list-style-type: none"> <li>enter data from a number of sources and complete calculations and checks with that data</li> <li>identify and resolve mistakes in calculations.</li> </ul>  |
| Planning and organising skills to: | <ul style="list-style-type: none"> <li>prepare fare quotations in correct customer file sequence according to the earliest departure dates for customers.</li> </ul>   |
| Technology skills to:              | <ul style="list-style-type: none"> <li>use appropriate technological devices to interpret the outcomes and cost optimum airfares for customers</li> <li>use calculators, computers, software programs and printers when preparing airfare calculations.</li> </ul> |

## Unit Mapping Information

SITTTSL309 Source airfares for domestic flights

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITTTSL011 Source airfares for domestic flights

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- source domestic airfares to meet the requirements of five different customers
- source information for the above airfares using at least three of the following sources:
  - computerised reservations system (CRS)
  - global distribution system (GDS)
  - information from airlines and consolidators
  - the internet
- interpret and explain to each of the above customers:
  - flight information
  - fare options
  - conditions applicable to specific fares
- create flight itineraries for each of the above customers
- complete activities within commercial time constraints and deadlines determined by the customer or the organisation.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- sources of information for:
  - domestic flight schedules:
    - direct and connecting services
    - minimum connecting times (MCT)
  - airline codes
  - airport codes
  - domestic fares:
    - published fare types and classes
    - normal fares
    - concession fares
    - promotional fares currently available

- fare conditions
- payment and ticketing deadline
- taxes, fees and surcharges
- domestic airfare conditions:
  - amendment fees
  - availability of:
    - any type of change to the air itinerary
    - changes to class of travel
    - change to name on ticket
    - refunds or credit notes in the event of cancellation
  - baggage allowance
  - cancellation charges
  - excess baggage charges
  - extensions to ticketing deadline
  - payment deadline
  - restricted articles in baggage
  - ticketing deadline
  - time limits for passenger name records (PNRs)
- content and format of information provided by airlines and consolidators:
  - fare schedules
  - flight schedules
  - published fares
  - special bulletins
  - websites
- formats used to calculate and record airfares.

## Assessment Conditions

Skills must be demonstrated in a tourism or travel business operation or activity that sells domestic airfares. This can be:

- an industry workplace
- a simulated industry environment set up for the purposes of assessment.

Assessment must ensure access to:

- computers, software programs, printers, and CRS currently used in the tourism or travel industry to facilitate domestic airfare quotes
- current airline and consolidator documentation or computer data, published fares, schedules and bulletins outlining fares and conditions
- internet and email
- storage for computer data

- telephone
- customers with whom the individual can interact; these can be:
  - customers in an industry workplace who are assisted by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## SITTTSL012 Construct normal international airfares

### Modification History

Not applicable.

### Application

This unit describes the performance outcomes, skills and knowledge required to create flight itineraries and construct normal international airfares. It requires the ability to interpret flight information and conditions applicable to specific fares and to construct airfares that meet customer needs according to International Air Transport Association (IATA) regulations.

The unit applies to tourism or travel industry organisations that sell international airfares such as travel agencies, tour wholesalers, airlines and consolidators.

It applies to frontline sales and operations personnel who operate with some level of independence and under limited supervision. This includes travel consultants and managers, ticketing consultants, airline and consolidator ticketing officers, and reservations and operations consultants.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### Pre-requisite Unit

Nil

### Competency Field

Tourism Sales and Operations

### Unit Sector

Tourism

### Elements and Performance Criteria

#### ELEMENTS

#### PERFORMANCE CRITERIA

Elements describe the essential Performance criteria describe the performance needed to

|  |   |
|--|---|
| outcomes.  | demonstrate achievement of the element.   |
| 1. Interpret international airfare information.          | 1.1. Identify and access sources of fare information.<br>1.2. Interpret information on international flights, fares, fare rules and conditions applicable to specific fares.  |
| 2. Create international flight itineraries and airfares. | 2.1. Configure flight itineraries for direct and connecting international flights.<br>2.2. Calculate and check international fares according to IATA regulations.<br>2.3. Calculate sector fares and those with intermediate points.<br>2.4. Calculate concession fares.<br>2.5. Calculate taxes, fees and surcharges.<br>2.6. Create the optimum airfare that meets customer needs.<br>2.7. Check the airfare calculations for accuracy and compliance with applicable conditions. |
| 3. Document and maintain records of calculations.        | 3.1. Record full details of the calculated airfare.<br>3.2. Minimise use of printed materials and maximise electronic record keeping to reduce waste.   |

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| <b>SKILLS</b>                      | <b>DESCRIPTION</b>   |
|------------------------------------|--|
| Reading skills to:                 | <ul style="list-style-type: none"> <li>• interpret complex flight schedules, airline and consolidator fare schedules, applicable conditions and IATA regulations</li> <li>• research and sort relevant airfare information.</li> </ul>           |
| Writing skills to:                 | <ul style="list-style-type: none"> <li>• record accurate and legible fare calculations.</li> </ul>   |
| Numeracy skills to:                | <ul style="list-style-type: none"> <li>• enter data from a number of sources and complete complex calculations and checks with that data</li> <li>• identify and resolve mistakes in calculations and non-compliance with fare rules.</li> </ul> |
| Planning and organising skills to: | <ul style="list-style-type: none"> <li>• prepare fare quotations in correct customer file sequence according to the earliest departure dates for customers.</li> </ul>   |
| Technology skills to:              | <ul style="list-style-type: none"> <li>• use appropriate technological devices to cost optimum airfares for customers</li> <li>• use calculators, computers, software programs and printers when preparing airfare calculations.</li> </ul>      |



## Unit Mapping Information

SITTSL310 Construct normal international airfares

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITTTSL012 Construct normal international airfares

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- create practical air itineraries and construct normal international airfares to meet the requirements of five different customers, including:
  - at least one adult and one child airfare
  - at least one airfare for travel to each of the following destinations:
    - New Zealand
    - USA/Canada
    - Europe
    - Asia
    - Africa
    - South West Pacific
    - South America
- source information for the above itineraries and airfares using each of the following at least once across the above customers:
  - computerised reservations system (CRS)
  - global distribution system (GDS)
  - information from airlines and consolidators
  - the internet
- demonstrate correct application of the following types of calculations and checks in constructing each of the above airfares:
  - global indicators (GI)
  - local currency fares (LCF)
  - mileage system:
    - maximum permitted mileages (MPMs)
    - ticketed point mileages (TPMs)
    - extra mileage allowance (EMA)
    - excess mileage surcharges (EMS)
  - neutral units of construction or currency (NUC) conversion
- interpret and document for each of the above customers:

- information on international fares, fare rules, conditions applicable to specific fares, and International Air Transport Association (IATA) regulations
- complete activities within commercial time constraints and deadlines determined by the customer or the organisation.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- sources of information for:
  - international flights:
    - route maps
    - direct and connecting services
    - minimum connecting times (MCT)
  - airline codes
  - airport codes
  - international fares:
    - published fare types and classes
    - normal fares
    - carrier fares with carrier-based routings
  - fare conditions
  - fare rules
  - global indicators
  - IATA areas
  - IATA regulations
  - IATA terminology and definitions
  - international airline terminology
  - payment and ticketing deadline
  - taxes, fees and surcharges
- international fare conditions:
  - amendment fees
  - availability of:
    - any type of change to the air itinerary
    - changes to class of travel
    - change to name on ticket
    - refunds or credit notes in the event of cancellation
  - baggage allowance
  - cancellation charges
  - excess baggage charges
  - extensions to ticketing deadline

- payment deadline
- restricted articles in baggage
- ticketing deadline
- time limits for passenger name records (PNRs)
- content and format of information provided by airlines and consolidators:
  - fare schedules
  - flight schedules
  - published fares
  - special bulletins
  - websites
- key elements of and procedures for international fare calculations and checks involving:
  - identifying fare basis code and fare type code
  - GI
  - LCF
  - mileage system:
    - MPMs
    - TPMs
    - EMA
    - EMS
  - NUC conversion
  - re-routing
- formats used to calculate and record international airfares:
  - the ladder and linear fare calculation methods.

## Assessment Conditions

Skills must be demonstrated in a tourism or travel business operation or activity that sells international airfares. This can be:

- an industry workplace
- a simulated industry environment set up for the purposes of assessment.

Assessment must ensure access to:

- computers, software programs, printers, and CRS currently used in the tourism or travel industry to facilitate international airfare calculations
- current airline, consolidator and IATA documentation or computer data, published fares, schedules and bulletins outlining fares, rules, conditions and regulations
- internet and email
- storage for computer data
- telephone
- customers with whom the individual can interact; these can be:

- customers in an industry workplace who are assisted by the individual during the assessment process; or
- individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## SITTTSL013 Construct promotional international airfares

### Modification History

| Release   | Comments  |
|-----------|---|
| Release 2 | Pre-requisite added: SITTTSL012 Construct normal international airfares |

### Application

This unit describes the performance outcomes, skills and knowledge required to create flight itineraries and construct promotional or 'special' international airfares. It requires the ability to interpret flight information and conditions applicable to specific fares and to construct airfares that meet customer needs according to International Air Transport Association (IATA) regulations.

The unit applies to tourism or travel industry organisations that sell international airfares such as travel agencies, tour wholesalers, airlines and consolidators.

It applies to frontline sales and operations personnel who operate with some level of independence and under limited supervision. This includes travel consultants and managers, ticketing consultants, airline and consolidator ticketing officers, and reservations and operations consultants.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### Pre-requisite Unit

SITTTSL012 Construct normal international airfares

### Competency Field

Tourism Sales and Operations

### Unit Sector

Tourism

## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential outcomes.

1. Interpret promotional international airfare information.
2. Create promotional international flight itineraries and airfares.

3. Document and maintain records of calculations.

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Identify and access sources of fare information.
- 1.2. Interpret information on international flights, fares, fare rules and conditions applicable to specific fares.
- 2.1. Configure flight itineraries for direct and connecting international flights.
- 2.2. Calculate and check promotional international fares according to IATA regulations.
- 2.3. Calculate sector fares and those with intermediate points.
- 2.4. Calculate concession fares.
- 2.5. Calculate taxes, fees and surcharges.
- 2.6. Create the optimum airfare that meets customer needs.
- 2.7. Check the airfare calculations for accuracy and compliance with applicable conditions.
- 3.1. Record full details of the calculated airfare.
- 3.2. Minimise use of printed materials and maximise electronic record keeping to reduce waste.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

### SKILLS

### DESCRIPTION

- |                     |  |
|---------------------|--|
| Reading skills to:  | <ul style="list-style-type: none"> <li>• interpret complex flight schedules, airline and consolidator fare schedules, applicable conditions and IATA regulations</li> <li>• research and sort relevant airfare information.</li> </ul>           |
| Writing skills to:  | <ul style="list-style-type: none"> <li>• record accurate and legible fare calculations.</li> </ul>   |
| Numeracy skills to: | <ul style="list-style-type: none"> <li>• enter data from a number of sources and complete complex calculations and checks with that data</li> <li>• identify and resolve mistakes in calculations and non-compliance with fare rules.</li> </ul> |
| Planning and        | <ul style="list-style-type: none"> <li>• prepare fare quotations in correct customer file sequence</li> </ul>  |

organising skills to: according to the earliest departure dates for customers.

Technology skills to:

- use appropriate technological devices to interpret the outcomes and cost optimum airfares for customers
- use calculators, computers, software programs and printers when preparing airfare calculations.

## Unit Mapping Information

SITTSL311 Construct promotional international airfares

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>



# Assessment Requirements for SITTTSL013 Construct promotional international airfares

## Modification History

| Release   | Comments  |
|-----------|---|
| Release 2 | Pre-requisite added: SITTTSL012 Construct normal international airfares |

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- create practical air itineraries and construct promotional international airfares to meet the requirements of eight different customers, including:
  - at least one adult and one child airfare
  - at least one airfare for travel to each of the following destinations:
    - New Zealand
    - USA/Canada
    - Europe
    - Asia
    - Africa
    - South West Pacific
    - South America
- source information for the above itineraries and airfares using each of the following at least once across the eight customers:
  - computerised reservations system (CRS)
  - global distribution system (GDS)
  - information from airlines and consolidators
  - the internet
- demonstrate correct application of the following types of calculations and checks in constructing each of the above airfares:
  - global indicators (GI)
  - local currency fares (LCF)
  - mileage system:
    - maximum permitted mileages (MPMs)
    - ticketed point mileages (TPMs)

- extra mileage allowance (EMA)
- excess mileage surcharges (EMS)
- neutral units of construction or currency (NUC) conversion
- interpret and document for each of the above customers:
  - information on international fares, fare rules, conditions applicable to specific fares, and International Air Transport Association (IATA) regulations
- complete activities within commercial time constraints and deadlines determined by the customer or the organisation.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- sources of information for:
  - international flights:
    - route maps
    - direct and connecting services
    - minimum connecting times (MCT)
  - airline codes
  - airport codes
  - international fares:
    - published fare types and classes
    - concession fares
    - promotional fares currently available
    - carrier fares with carrier-based routings
  - fare conditions
  - fare rules
  - global indicators
  - IATA areas
  - IATA regulations
  - IATA terminology and definitions
  - international airline terminology
  - payment and ticketing deadline
  - taxes, fees and surcharges
- international fare conditions:
  - amendment fees
  - availability of:
    - any type of change to the air itinerary
    - changes to class of travel
    - change to name on ticket

- refunds or credit notes in the event of cancellation
- baggage allowance
- cancellation charges
- excess baggage charges
- extensions to ticketing deadline
- payment deadline
- restricted articles in baggage
- ticketing deadline
- content and format of information provided by airlines and consolidators:
  - fare schedules
  - flight schedules
  - published fares
  - special bulletins
  - websites
- key elements of and procedures for advanced fare calculations and checks involving:
  - compliance with indirect travel limitations rule
  - GI
  - identifying fare basis code and fare type code
  - journeys commencing outside the country of sale
  - LCF
  - mileage system:
    - EMS
    - EMA
    - MPMs
    - TPMs
  - NUC conversion
  - re-routing
- formats used to calculate and record promotional international airfares:
  - the ladder and linear fare calculation methods.

## Assessment Conditions

Skills must be demonstrated in a tourism or travel business operation or activity that sells international airfares. This can be:

- an industry workplace
- a simulated industry environment set up for the purposes of assessment.

Assessment must ensure access to:

- computers, software programs, printers, and CRS currently used in the tourism or travel industry to facilitate promotional international airfare calculations

- current airline, consolidator and IATA documentation or computer data, such as published fares, schedules and bulletins outlining fares, rules, conditions and regulations
- internet and email
- storage for computer data
- telephone
- customers with whom the individual can interact; these can be:
  - customers in an industry workplace who are assisted by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# SITTTSL014 Construct advanced international airfares

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to create flight itineraries and construct complex fares using advanced international airfare rules and procedures. It requires the ability to interpret flight information and conditions applicable to specific fares and to construct airfares that meet customer needs according to International Air Transport Association (IATA) regulations.

The unit applies to tourism and travel industry organisations that sell international airfares such as travel agencies, tour wholesalers, airlines and consolidators.

It applies to frontline sales and operations personnel who operate with some level of independence and under limited supervision. This includes travel consultants and managers, ticketing consultants, airline and consolidator ticketing officers, and reservations and operations consultants.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## Pre-requisite Unit

SITTTSL012 Construct normal international airfares

## Competency Field

Tourism Sales and Operations

## Unit Sector

Tourism

## Elements and Performance Criteria

### ELEMENTS

### PERFORMANCE CRITERIA

|  |  |
|--|--|
| Elements describe the essential outcomes.                        | Performance criteria describe the performance needed to demonstrate achievement of the element.  |
| 1. Create complex international flight itineraries and airfares. | <p>1.1. Configure flight itineraries and apply minimum fare checks to appropriate itineraries.</p> <p>1.2. Calculate and check complex international fares according to IATA regulations.</p> <p>1.3. Calculate through fares, incorporating add-ons and those with intermediate points.</p> <p>1.4. Calculate taxes, fees and surcharges for all itineraries.</p> <p>1.5. Calculate pre-paid ticket advice for journeys commencing outside the country of sale according to IATA regulations.</p> |
| 2. Construct mixed class fares.                                  | <p>2.1. Identify options where mixed class combinations are allowed and appropriate to meet customer needs.</p> <p>2.2. Calculate mixed class fares according to IATA regulations.</p>   |
| 3. Apply indirect travel limitation rules.                       | 3.1. Accurately calculate sector journeys and side trips according to IATA regulations.  |
| 4. Construct fares incorporating add ons.                        | <p>4.1. Correctly interpret add-on tables.</p> <p>4.2. Calculate through fares, incorporating add-ons according to IATA regulations.</p>   |
| 5. Construct round the world journeys.                           | <p>5.1. Identify situations where round the world fares are appropriate to meet customer needs.</p> <p>5.2. Accurately calculate round the world fares according to IATA regulations.</p>  |
| 6. Construct fares for open jaw journeys.                        | <p>6.1. Identify options where open jaw journeys are allowed and appropriate to meet customer needs.</p> <p>6.2. Accurately calculate round, circle and open jaw fares according to IATA regulations.</p>  |
| 7. Apply the pricing unit concept.                               | <p>7.1. Divide a single or return fare journey into separate pricing units.</p> <p>7.2. Calculate the lowest combination of fares for a series of pricing units.</p>   |
| 8. Document and maintain records of calculations.                | <p>8.1. Record full details of the calculated airfares.</p> <p>8.2. Minimise use of printed materials and maximise electronic record keeping to reduce waste.</p>  |

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| <b>SKILLS</b>                      | <b>DESCRIPTION</b>  |
|------------------------------------|---|
| Reading skills to:                 | <ul style="list-style-type: none"><li>• interpret complex flight schedules, airline and consolidator fare schedules, applicable conditions and IATA regulations</li><li>• research and sort relevant airfare information.</li></ul>                                 |
| Writing skills to:                 | <ul style="list-style-type: none"><li>• record accurate and legible fare calculations.</li></ul>  |
| Numeracy skills to:                | <ul style="list-style-type: none"><li>• enter data from a number of sources and complete complex calculations and checks with that data</li><li>• identify and resolve mistakes in calculations and non-compliance with fare rules.</li></ul>                       |
| Planning and organising skills to: | <ul style="list-style-type: none"><li>• prepare fare quotations in correct customer file sequence according to the earliest departure dates for customers.</li></ul>  |
| Technology skills to:              | <ul style="list-style-type: none"><li>• use appropriate technological devices to interpret the outcomes and cost optimum airfares for customers</li><li>• use calculators, computers, software programs and printers when preparing airfare calculations.</li></ul> |

## Unit Mapping Information

SITTTSL312 Construct advanced international airfares

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITTTSL014 Construct advanced international airfares

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- create practical air itineraries and construct complex international airfares to meet the requirements of eight different customers, including:
  - at least one adult and one child airfare
  - at least one airfare for travel to each of the following destinations:
    - New Zealand
    - USA/Canada
    - Europe
    - Asia
    - Africa
    - South West Pacific
    - South America
- source information for the above itineraries and airfares using each of the following at least once across the eight customers:
  - computerised reservations system (CRS)
  - global distribution system (GDS)
  - information from airlines and consolidators
  - internet
- demonstrate the correct application of the following types of calculations and checks in constructing each of the above airfares:
  - global indicators (GI)
  - local currency fares (LCF)
  - lowest combination principle (LCP)
  - mileage system:
    - maximum permitted mileages (MPMs)
    - ticketed point mileages (TPMs)
    - extra mileage allowance (EMA)
    - excess mileage surcharges (EMS)
  - neutral units of construction or currency (NUC) conversion
- interpret and document for each of the above customers:



- information on international fares, fare rules, conditions applicable to specific fares, and International Air Transport Association (IATA) regulations
- complete activities within commercial time constraints and deadlines determined by the customer or the organisation.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- sources of information for:
  - international flights:
    - route maps
    - direct and connecting services
    - minimum connecting times (MCT)
  - airline codes
  - airport codes
  - international fares:
    - published fare types and classes
    - concession fares
    - carrier fares with carrier-based routings
  - fare conditions
  - fare rules
  - global indicators
  - IATA areas
  - IATA regulations
  - IATA terminology and definitions
  - international airline terminology
  - payment and ticketing deadline
  - taxes, fees and surcharges
- international fare conditions:
  - amendment fees
  - availability of:
    - any type of change to the air itinerary
    - changes to class of travel
    - change to name on ticket
    - refunds or credit notes in the event of cancellation
  - baggage allowance
  - cancellation charges
  - excess baggage charges
  - extensions to ticketing deadline

- payment deadline
- restricted articles in baggage
- ticketing deadline
- time limits for passenger name records (PNRs)
- content and format of information provided by airlines and consolidators:
  - fare schedules
  - flight schedules
  - published fares
  - special bulletins
  - websites
- key elements of and procedures for advanced fare calculations and checks involving:
  - compliance with indirect travel limitations rule
  - GI
  - identifying fare basis code and fare type code
  - journeys commencing outside the country of sale
  - LCP
  - LCF
  - mileage system:
    - EMS
    - EMA
    - MPMs
    - TPMs
  - NUC conversion
  - re-routing
- formats used to calculate and record advanced international airfares:
  - the ladder and linear fare calculation methods.

## Assessment Conditions

Skills must be demonstrated in a tourism or travel business operation or activity that sells complex international airfares. This can be:

- an industry workplace
- a simulated industry environment set up for the purposes of assessment.

Assessment must ensure access to:

- computers, software programs, printers, and CRS currently used in the tourism or travel industry to facilitate advanced international airfare calculations
- current airline, consolidator and IATA documentation or computer data, published fares, schedules and bulletins outlining fares, rules, conditions and regulations
- internet and email

- storage for computer data
- telephone
- customers with whom the individual can interact; these can be:
  - customers in an industry workplace who are assisted by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# SITTTSL015 Administer billing and settlement plan

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to administer a billing and settlement plan (BSP) for any tourism or travel organisation involved in the sale, ticketing, reporting and remittance of airfares through International Air Transport Association (IATA) BSP. It requires the ability to use the BSPlink portal functionality to interface with airlines, verify the accuracy of reports, and submit disputes to correct errors.

The unit applies to tourism and travel industry organisations that sell and ticket airfares.

It applies to frontline sales and back office personnel who operate with some level of independence and under limited supervision. This includes travel consultants and managers, ticketing consultants, airline and consolidator ticketing officers, reservations and operations consultants, and finance and accounting personnel.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## Pre-requisite Unit

Nil

## Competency Field

Tourism Sales and Operations

## Unit Sector

Tourism

## Elements and Performance Criteria

### ELEMENTS

### PERFORMANCE CRITERIA

|   |   |
|---|---|
| Elements describe the essential outcomes.               | Performance criteria describe the performance needed to demonstrate achievement of the element.   |
| 1. Prepare for BSP reporting.                           | 1.1. Analyse basic standard traffic documents and reports, including common terms and abbreviations.<br>1.2. Set up user access and logins.   |
| 2. Perform BSP general transactions.                    | 2.1. Undertake general transactions in line with BSP documentation procedures and agency timeframes.<br>2.2. Access and use BSPlink portal functionality in line with established procedures.   |
| 3. Review and reconcile billing and settlement reports. | 3.1. Download agency billing analysis report and review report data.<br>3.2. Identify discrepancies between billing analysis report and agency back office sales report for the reporting period.<br>3.3. Action any discrepancies according to BSP procedures.<br>3.4. Reconcile agency billing analysis report with agency sales reports within BSP reporting calendar deadlines. |
| 4. Manage the remittance process.                       | 4.1. Lodge reports according to BSP procedures and deadlines.<br>4.2. Retain agency document copies while minimising use of printed materials and reducing waste.<br>4.3. Secure funds, process credit card payments and pay remittance amount as reported.   |

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| <b>SKILLS</b>         | <b>DESCRIPTION</b>   |
|-----------------------|--|
| Reading skills to:    | <ul style="list-style-type: none"> <li>• interpret BSP reports.</li> </ul>   |
| Numeracy skills to:   | <ul style="list-style-type: none"> <li>• interpret and reconcile data in downloaded billing and settlement reports to:               <ul style="list-style-type: none"> <li>• calculate gross and net ticket sales</li> <li>• calculate IATA payments and refunds</li> <li>• interpret complex reports.</li> </ul> </li> </ul> |
| Technology skills to: | <ul style="list-style-type: none"> <li>• use calculators, computers, accounting software programs and printers when preparing BSP reports.</li> </ul>  |

## Unit Mapping Information

SITTTSL313 Administer billing and settlement plan

### Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITTSL015 Administer billing and settlement plan

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- download, interpret and reconcile the agency billing analysis report in electronic or printed format over three reporting periods for each of the following:
  - domestic travel
  - international travel
- cover the full range of billing and settlement plan (BSP) reporting procedures and requirements for above BSP activities
- complete BSP activities within agency time constraints and required reporting deadlines determined by the International Air Transport Association (IATA).

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- role of IATA in billing and settlement plan
- IATA agency accreditation requirements
- IATA agency program and resolutions
- benefits of the BSP for IATA-accredited agents
- sources of BSP information and documents:
  - BSPlink
  - IATA newsletter communiqués and memorandums
- basic standard traffic documents and reports:
  - BSP process documentation
  - associated IATA resolutions
  - BSP reporting calendar
- BSPlink portal functionality:
  - managing user access
  - establishing agency groups
  - verifying ticketing authority
  - retrieving agency credit and debit memorandums
- contents and procedures for using BSP for:

- agency billing analysis and sales reports
- billing statements
- agency debit and credit memos
- credit card charge forms
- refund applications and notices
- BSP process flow
- BSP procedures for actioning discrepancies in billing and settlement reports
- sales and transaction reporting procedures and requirements for the IATA data processing centre
- BSP reporting timeframes
- airfare pricing and ticketing procedures.

## Assessment Conditions

Skills must be demonstrated in a tourism or travel business operation or activity that is IATA accredited to sell and ticket airfares and undertakes BSP reporting. This can be:

- an industry workplace
- a simulated industry environment set up for the purpose of assessment.

Assessment must ensure access to:

- computers and software programs currently used in the tourism or travel industry to control the administration of billing and settlement plans
- current actual or training facsimile IATA BSP documentation, and agency billing analysis reports
- internet and email
- printers and scanners
- storage for computer data.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>



## SITTTSL016 Provide specialist advice on cruises

### Modification History

Not applicable.

### Application

This unit describes the performance outcomes, skills and knowledge required to develop detailed knowledge of cruise operations, products and destinations and to provide information and advice to customers on extended cruise options.

The unit applies to travel and tourism operators, such as travel agencies and tour wholesalers; in particular to those which specialise in the sale of extended domestic and international cruise products. Cruises can include ocean, river, adventure, expedition and niche cruises.

It applies to frontline sales and operations personnel who operate with some level of independence and under limited supervision.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### Pre-requisite Unit

Nil

### Competency Field

Tourism Sales and Operations

### Unit Sector

Tourism

### Elements and Performance Criteria

#### ELEMENTS

Elements describe the essential outcomes.

#### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Source information on cruise operations and trends.
  - 1.1. Source information on cruise ship design and features, and benefits of modern cruise ships.
  - 1.2. Research current and emerging product development and market trends for domestic and international cruises.
  - 1.3. Identify cruise industry governance issues that affect customer participation.
2. Develop knowledge of cruise destinations.
  - 2.1. Identify and access information sources for current and accurate information on domestic and international cruise regions and destinations.
  - 2.2. Source information on cruise lines and product diversity within regions, and identify appeal for a diversity of customer types.
  - 2.3. Obtain information on key operational features of cruise destinations.
  - 2.4. Source information on features and benefits of key ports of call of cruise destinations.
  - 2.5. Obtain information on features of turnaround ports for cruise destinations.
3. Develop knowledge of cruise itineraries.
  - 3.1. Obtain and interpret information on cruise itineraries to meet different customer needs.
  - 3.2. Source information on features and benefits of shore excursion options for specific cruises.
  - 3.3. Identify shore excursions operated by cruise line or local agent and evaluate merits of each in meeting the needs of diverse customer types.
  - 3.4. Obtain and interpret information on pre- and post-cruise transportation, accommodation and touring options and packages.
  - 3.5. Interpret jargon or specifications in product information and accurately apply them to sales and booking activities.
4. Research aspects of on-board ship life.
  - 4.1. Identify features and benefits of on-board accommodation options, including location and categories.
  - 4.2. Seek information on food and beverage venues and options, including pre-purchased packages.
  - 4.3. Obtain information on facilities and services available on board.
  - 4.4. Evaluate on-board activities and entertainment options for different types of cruise customers.
  - 4.5. Anticipate customer questions and establish scope of information to service diverse customer types.
5. Provide information and advice on cruise options.
  - 5.1. Accurately identify the specific information and advice needs of the customer.
  - 5.2. Use information when selling to provide targeted advice on features and benefits of cruise products and destinations to

- promote a positive image of cruises and counter customer purchasing objections.
- 5.3. Provide appropriate scope and depth of information to meet customer needs.
- 5.4. Refer customers to current sources of health, safety, visa and regulatory information.
6. Update knowledge of cruise destinations and products.
- 6.1. Use formal and informal research to continually update cruise destination and product knowledge.
- 6.2. Seek feedback from colleagues and customers on experiences with cruise destinations and products.
- 6.3. Share new or updated product information with colleagues.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| SKILLS                               | DESCRIPTION  |
|--------------------------------------|--|
| Reading skills to:                   | <ul style="list-style-type: none"> <li>interpret information on cruise destinations, unfamiliar and detailed product information, and complex information about health, safety and regulatory requirements for cruise destinations and operations</li> <li>research, interpret and sort relevant information.</li> </ul> |
| Oral communication skills to:        | <ul style="list-style-type: none"> <li>obtain information on cruise operations, destinations and products</li> <li>identify and qualify the information needs of customers</li> <li>provide current and accurate advice to meet the destination and product preference needs of customers.</li> </ul>                    |
| Numeracy skills to:                  | <ul style="list-style-type: none"> <li>interpret data on cruise products and services and their application to different customer needs.</li> </ul>  |
| Initiative and enterprise skills to: | <ul style="list-style-type: none"> <li>proactively seek cruise operation, product and destination information to assist with day-to-day sales functions.</li> </ul>  |
| Technology skills to:                | <ul style="list-style-type: none"> <li>use a computer and keyboard</li> <li>manipulate features of online information systems to search for information</li> <li>use social media to source current information and communicate with customers.</li> </ul>   |

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITTTSL016 Provide specialist advice on cruises

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- obtain and document current, relevant and accurate information for at least four cruise products each in different cruise regions as listed in the knowledge evidence including:
  - itinerary and ports of call
  - cost
  - accommodation categories and locations
  - on-board features and facilities:
    - food and beverage
    - retail outlets
    - entertainment
    - availability of child and family activities
    - fitness, health, beauty and spa services
  - visa requirements, including those for ports of call
- provide tailored domestic or international cruise product information and advice to meet the requests of customers from at least four different customer types in the following list:
  - singles
  - couples
  - families
  - groups
  - special interest
  - retirees
- complete activities within commercial time constraints and deadlines determined by the customer or the organisation.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- current and emerging product development and market trends for domestic and international cruises
- basic aspects of cruise industry governance issues that affect customer participation:

- passenger safety and security
- environmental impact practices
- fuel laws
- health and sanitation policies
- medical facilities
- operational safety practices:
  - bridge access
  - life boats
  - life jackets
  - muster stations
  - securing heavy objects
- responsible conduct of gambling
- responsible service of alcohol
- security
- waste management
- objectives, primary contents and enforcement of the Passenger Bill of Rights
- sources of information on cruise products and destinations:
  - cruise line operators and the use of business development managers
  - local sales agents
  - distribution and marketing networks
  - government tourism authorities
  - social media
- sources of information on current health and safety issues for cruise destinations:
  - travel warning advice issued for Australian travellers by the federal government
  - health advisory notices and vaccination information issued by local and international bodies
- sources of information on regulatory issues affecting customer participation in cruise destinations:
  - passport and visa requirements
  - customs and quarantine
- each of the following geographical cruise regions:
  - the Americas
  - Europe
  - Australia, New Zealand, South Pacific and Antarctica
  - Asia and the Indian Ocean:
    - major cruise operators and their product style and target market
    - major turnaround ports
    - main ports of call (cruise itinerary)
    - major shore excursions for the main ports of call
- common objections to purchasing cruise holidays:

- cost
- sea-sickness
- feelings of confinement or boredom
- only for the elderly and rich
- unique features of cruising as a type of holiday
- concept of a cruise ship as a destination and an on-board experience
- key characteristics of:
  - ocean cruises
  - river cruises
  - adventure, expedition and niche cruises
- features and benefits of major types of on-board facilities and services:
  - accommodation locations and categories
  - food and beverage venues
  - retail outlets
  - fitness, health, beauty and spa services
  - entertainment activities
  - kid's clubs and family activities
- features of key ports of call:
  - areas of environmental, social or cultural significance or sensitivity
  - banking and currency information
  - facilities for customers with special needs
  - local customs
  - local economy
  - local facilities
  - major cities, towns and tourist areas and precincts
  - major gateways for and transport networks within the region and destination
  - major man-made and natural tourist attractions
  - special features of the host community
  - special regional features
- key maritime terminology, jargon and common abbreviations for cruise products:
  - accommodation types
  - on-board facilities and services
  - operational features of the itinerary
  - operational features of the ship
  - ship specifications
- key operational features of cruises:
  - health and safety issues
  - regulatory issues
  - seasonality
  - visas

- profile of different types of cruise passengers listed in the performance evidence and their cruise product preferences.

## Assessment Conditions

Skills must be demonstrated in a tourism or travel business operation that provides advice on and sells cruise products. This can be:

- an industry workplace
- a simulated industry environment set up for the purposes of assessment.

Assessment must ensure access to:

- computers, printers and information programs currently used by the tourism, travel hospitality or event industries to store cruise product and destination information
- current cruise operation, product and destination information found in sales kits, brochures, product manuals, destination marketing organisation information kits, electronic information sources and information databases
- internet and email
- storage for computer data
- telephone
- customers with whom the individual can interact; these can be:
  - customers in an industry workplace who are assisted by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>



## SITTTSL017 Maintain product inventories

### Modification History

Not applicable.

### Application

This unit describes the performance outcomes, skills and knowledge required to maintain an inventory of tourism, travel hospitality or event products. It requires the ability to obtain and interpret the required product information, enter and maintain current and accurate data, and provide product inventory information to relevant personnel.

The unit applies to any tourism, travel, hospitality or event organisation and the inventory can include any international or domestic product. The inventory system may control a principal's (the supplier's) products that are supplied to other organisations, or it may control a tour wholesaler's inventory of product allotted by the principal.

It applies mainly to tour operators, tour wholesalers, inbound tour operators, accommodation providers, and event management organisers.

Inventory control requires significant interpretation, planning and organising skills. It applies to senior personnel who operate independently or with limited guidance from others, including product coordinators and product or operations managers.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### Pre-requisite Unit

Nil

### Competency Field

Tourism Sales and Operations

### Unit Sector

Tourism

## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential outcomes.

1. Obtain and interpret information for inventory.

2. Enter data into inventory system.

3. Update inventory.

4. Provide inventory information.

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1.1. Obtain information to be included in inventory from internal and external sources.

1.2. Interpret and review inventory information for currency and accuracy.

2.1. Accurately calculate costs according to commercial agreements.

2.2. Enter inventory information using clear formats and according to system requirements.

3.1. Monitor the currency of inventory information and continuously update for accuracy.

3.2. Monitor bookings, allotments and requests, and adjust as required.

4.1. Prepare inventory information, updates and briefings within required timelines.

4.2. Distribute inventory reports to colleagues using electronic transmission, wherever possible, to reduce waste of printed materials.

4.3. Provide assistance to colleagues on inventory use.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

### SKILLS

Reading skills to:

- interpret complex product information about costs, and terms and conditions of sale.

Writing skills to:

- record accurate and succinct product information and develop accurate inventory reports.

Numeracy skills to:

- interpret and calculate complex product cost components.

Problem-solving skills to:

- identify and resolve deficiencies in product information.

Teamwork skills to:

- provide timely advice on inventory use.

Planning and organising

- continuously update the inventory for commercial efficiency.

skills to:

- Self-management skills to:
- determine timelines for required inventory updates.
- Technology skills to:
- use a computer and keyboard
  - manipulate the features of an inventory system to enter, monitor and update product information.

## Unit Mapping Information

SITTSL401 Maintain a product inventory

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITTTSL017 Maintain product inventories

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- establish and maintain product inventories for at least five different products, including consideration of the information items to be included in inventories as listed in the knowledge evidence as applicable
- monitor currency and accuracy of above inventory information and update it over a period of at least four weeks
- produce the following reports relating to above product inventories over the above period:
  - cost comparisons for various product suppliers
  - reservation reports
  - sales reports
  - usage rates for various product suppliers or agents
- complete activities within commercial time constraints and deadlines determined by the organisation.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- specific industry sector:
  - different types of inventory systems used
  - uses of various reports in inventory systems
  - industry commissions and mark-ups
- specific organisation:
  - role of specific inventory system
  - functions of the inventory system
  - product knowledge of the products to be included in inventory
  - negotiated cost of supply, contractual arrangements and preferred supplier arrangements
  - appropriate mark-ups for the particular products controlled by the inventory
- role of inventory control for:
  - products purchased from other organisations (suppliers)

- products developed and delivered by the organisation itself
- information items to be included in inventories:
  - allotments of any type of tourism, travel, hospitality or event product
  - commission
  - mark-up
  - product description
  - sales data
  - supplier net rates
  - selling cost
  - special packages
  - terms and conditions of sale.

## Assessment Conditions

Skills must be demonstrated in a tourism, travel, hospitality or events business operation or activity that maintains a product inventory. This can be:

- an industry workplace
- a simulated industry environment set up for the purposes of assessment.

Assessment must ensure access to:

- computers, printers, information software and database programs currently used in the tourism, travel, hospitality or events industry to control product inventory
- current commercial product information and operational documentation and data, supplier contracts and rates
- internet and email
- storage for computer data.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# SITTVAF001 Load and unload a ride

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to load and unload passengers safely onto and from a ride, and to observe the operation of the ride.

The unit applies to the attractions and theme parks sector, and to those often called 'ride loaders', who undertake the specific function of loading and unloading a ride and work under supervision. Rides are sometimes operated as part of a travelling show or temporary attraction.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## Pre-requisite Unit

Nil

## Competency Field

Venue and Facility Operations

## Unit Sector

Tourism

## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential outcomes.

1. Load the ride.

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Perform loading procedures according to safety and organisational requirements.
- 1.2. Load ride to the maximum number of persons approved to ride.

- 1.3. Check that all riders are secured according to ride requirements.
- 1.4. Ensure riders secure articles that may come loose while riding.
- 1.5. Check that load requirements have been met prior to the start of the ride.
2. Observe the ride.
  - 2.1. Continuously observe ride according to safety procedures.
  - 2.2. Identify quality control issues or problems during ride and advise appropriate supervisor immediately.
  - 2.3. Follow emergency procedures as required.
3. Unload the ride.
  - 3.1. Ensure ride is fully completed before unloading.
  - 3.2. Follow unloading procedures according to safety and organisational requirements.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| SKILLS                        | DESCRIPTION  |
|-------------------------------|--|
| Reading skills to:            | <ul style="list-style-type: none"> <li>• interpret basic procedural documentation.</li> </ul>  |
| Oral communication skills to: | <ul style="list-style-type: none"> <li>• interact with customers during ride loading and unloading in a professional and courteous manner.</li> </ul>  |
| Numeracy skills to:           | <ul style="list-style-type: none"> <li>• count and compare numbers of riders against capacity</li> <li>• estimate individual riders' weight in order to balance ride weight distribution.</li> </ul> |
| Problem-solving skills to:    | <ul style="list-style-type: none"> <li>• identify problems within a defined range and report appropriately.</li> </ul>   |

## Unit Mapping Information

SITTVAF201 Load and unload a ride

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>





# Assessment Requirements for SITTVAF001 Load and unload a ride

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- follow ride loading and unloading procedures for rides on at least ten occasions
- follow safety and emergency procedures during each of the above ride operations
- complete above activities within commercial time constraints and deadlines determined by the customer or organisation.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- types of rides:
  - computerised rides
  - manual rides
  - mechanical rides
  - water-based rides
- factors impacting loading procedures:
  - height of riders
  - number of riders
  - physical capacity of riders
  - placement of riders on the ride, and balance of weight
- health and safety procedures for loading and unloading rides
- emergency procedures for specific rides:
  - calling for emergency assistance
  - closing down ride
- specific ride instructions, and loading and unloading procedures
- quality control issues and problems:
  - equipment malfunction
  - climatic impacts
  - inappropriate customer behaviour
  - rider discomfort.

## Assessment Conditions

Skills must be demonstrated in an operational theme park or attraction. This can be:

- an industry workplace
- a simulated industry environment set up for the purposes of assessment.

Assessment must ensure access to:

- operational rides and associated safety equipment
- organisational policies and procedures:
  - ride loading documentation or procedures
  - safety procedures
  - emergency procedures
- commercially realistic numbers of customers
- customers with whom the individual can interact; these can be:
  - customers in an industry workplace who are assisted by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## SITTVAF002 Operate a ride location

### Modification History

Not applicable.

### Application

This unit describes the performance outcomes, skills and knowledge required to conduct the day-to-day operation of a ride location. It requires a sound knowledge of operational, safety and emergency procedures, combined with some problem-solving skills to address typical operational problems associated with rides.

The unit applies to the attractions and theme parks sectors, and to individuals, usually called 'ride attendants', who are responsible for the safe and efficient operation of rides. They apply some discretion and judgment to work activities and work under general supervision. Rides are sometimes operated as part of a travelling show or temporary attraction.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### Pre-requisite Unit

Nil

### Competency Field

Venue and Facility Operations

### Unit Sector

Tourism

### Elements and Performance Criteria

#### ELEMENTS

Elements describe the essential outcomes.

1. Prepare and inspect ride location.

#### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Inspect ride location according to approved checklist.
- 1.2. Check general equipment and supplies to ensure readiness for

- operation, and reorder supplies according to organisational procedures.
- 1.3. Check safety equipment to ensure readiness for operation.
  - 1.4. Check cleanliness and standard of presentation of ride location, and take remedial action where appropriate.
2. Inspect rides.
    - 2.1. Inspect rides according to approved checklist.
    - 2.2. Note all items according to organisational procedures.
    - 2.3. Report discrepancies and irregularities to appropriate supervisor immediately.
  3. Prepare to operate ride.
    - 3.1. Check loading procedures prior to start of ride according to organisational procedures.
    - 3.2. Maintain appropriate communication with ride loader to ensure ride commences safely.
  4. Operate and monitor ride.
    - 4.1. Operate ride or device according to organisational procedures.
    - 4.2. Continuously monitor operator controls during ride operation.
    - 4.3. Monitor overall ride, ride area and rider behaviour and reactions.
    - 4.4. Take action in response to observations made during ride according to organisational procedures.
    - 4.5. Action emergency procedures where necessary according to organisation and specific ride procedures.
    - 4.6. Identify quality control issues or problems during ride and advise appropriate supervisor for action.
  5. Close down ride.
    - 5.1. Commence close-down procedures when customers have left ride location.
    - 5.2. Close down ride following organisational procedures for specific ride.
    - 5.3. Identify defects or deficiencies and promptly report to appropriate supervisor for action.
  6. Close and secure ride.
    - 6.1. Check all areas of ride meet organisational standards.
    - 6.2. Clean and prepare location and equipment for next operation.
    - 6.3. Secure ride location according to organisational procedures.
  7. Prepare ride reports.
    - 7.1. Identify issues and events that require reporting.
    - 7.2. Make accurate and complete notes according to organisational procedures.
    - 7.3. Complete and distribute ride reporting information within required timeframe.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| SKILLS                             | DESCRIPTION  |
|------------------------------------|--|
| Reading skills to:                 | <ul style="list-style-type: none"><li>interpret simple procedural documents.</li></ul>   |
| Oral communication skills to:      | <ul style="list-style-type: none"><li>interact in a friendly and courteous way with customers</li><li>provide clear ride information to customers.</li></ul> |
| Numeracy skills to:                | <ul style="list-style-type: none"><li>interpret instructions involving numbers</li><li>calculate required supplies.</li></ul>                                |
| Problem-solving skills to:         | <ul style="list-style-type: none"><li>identify and respond to ride operation problems in the context of established procedures.</li></ul>                    |
| Planning and organising skills to: | <ul style="list-style-type: none"><li>complete housekeeping tasks in the ride location.</li></ul>  |
| Technology skills to:              | <ul style="list-style-type: none"><li>operate ride equipment.</li></ul>  |

## Unit Mapping Information

SITTVAF301 Operate a ride location

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITTVAF002 Operate a ride location

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- follow ride operation procedures on at least ten occasions within commercial time constraints and deadlines determined by the customer or organisation
- conduct pre-operational checks on safety equipment associated with ride on each ride operation
- follow safety and emergency procedures during each of the above ride operations
- complete accurate and legible reports on issues or events that occur during each ride operation.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- features of ride locations:
  - bridges
  - fences or barriers
  - gates
  - netting
  - perimeter
  - queue house
  - ramps
  - walkways
  - general equipment:
    - booth area
    - cleaning equipment
    - microphone
    - seats
    - signage
- types of rides:
  - computerised rides
  - manual rides

- mechanical rides
- water-based rides
- approved checklist inclusions:
  - couplings and chains
  - fibreglass and metal
  - mechanical components
  - mounts
  - overall structure
  - restraints, seating and harnesses
- factors impacting loading procedures:
  - height of riders
  - number of riders
  - physical capacity of riders
  - placement of riders on the ride, and balance of weight
- health and safety procedures for specific rides
- ride safety equipment:
  - communication devices
  - emergency apparatus
  - life preservers
  - monitors
  - safety ropes
  - signage
- emergency procedures for specific rides:
  - calling for emergency assistance
  - closing down ride
- technical and equipment procedures for specific rides
- quality control issues and problems:
  - equipment malfunction
  - climatic impacts
  - inappropriate customer behaviour
  - rider discomfort
- types of documentation and reports to be completed in ride operations:
  - completed checklists
  - incident reports
  - safety reports
- organisation-specific protocols for distributing ride reports.

## Assessment Conditions

Skills must be demonstrated in an operational theme park or attraction. This can be:

- an industry workplace
- a simulated industry environment set up for the purposes of assessment.

Assessment must ensure access to:

- operational rides and associated safety equipment
- ride loading documentation and procedures
- organisational policies and procedures:
  - ride loading documentation or procedures
  - safety procedures
  - emergency procedures
  - incident reporting templates
- commercially realistic numbers of customers
- customers with whom the individual can interact; these can be:
  - customers in an industry workplace who are assisted by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>



## SITTVAF003 Operate a games location

### Modification History

Not applicable.

### Application

This unit describes the performance outcomes, skills and knowledge required to conduct the day-to-day operation of a games area. It requires a sound knowledge of operational, safety and games maintenance procedures, combined with some problem-solving skills to address typical operational problems associated with games.

The unit applies to those working in a games area, usually in the context of an attraction or theme park, though it may also apply to other games locations, such as those found in clubs and casinos. These people work under general supervision and apply some discretion and judgement to work activities.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### Pre-requisite Unit

Nil

### Competency Field

Venue and Facility Operations

### Unit Sector

Tourism

### Elements and Performance Criteria

#### ELEMENTS

Elements describe the essential outcomes.

1. Prepare games location for customers.

#### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Check games location for cleanliness, safety and security.
- 1.2. Check and prepare equipment and supplies for operation.

- 1.3.Organise relevant signage and displays.
- 1.4.Check stock supplies and reorder required items.
- 1.5.Inspect each game and report faults to relevant supervisor.
- 2. Conduct games operations.
  - 2.1.Apply correct rules and regulations during games.
  - 2.2.Answer customer questions on games in a professional manner.
  - 2.3.Record prizes given for data analysis and stocktake purposes.
  - 2.4.Maintain cleanliness of games location.
  - 2.5.Take payment for game participation and tender correct change.
- 3. Monitor customers and crowd.
  - 3.1.Monitor crowd size and follow procedures to ensure maximum numbers are not exceeded.
  - 3.2.Monitor customer behaviour to ensure a safe and pleasant environment for all customers.
  - 3.3.Respond to inappropriate customer behaviour according to organisational procedures.
  - 3.4.Request assistance from supervisor or security personnel if required.
- 4. Clean and maintain games.
  - 4.1.Inspect and clean games according to relevant schedules.
  - 4.2.Identify simple game faults and make repairs with minimum disruption to customers according to manufacturer instructions.
  - 4.3.Report faults to appropriate personnel and put games out of order where necessary.
  - 4.4.Use energy, water and other resources efficiently when cleaning to reduce negative environmental impacts.
- 5. Close down games location.
  - 5.1.Close down game location according to organisational procedures.
  - 5.2.Secure resources, equipment and stock.
  - 5.3.Clean and prepare area for next period of operation.
- 6. Complete reports and documentation.
  - 6.1.Produce documentation within required timeframe.
  - 6.2.Forward reports to appropriate area within required timeframe.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| <b>SKILLS</b> | <b>DESCRIPTION</b> |
|---------------|--------------------|
|---------------|--------------------|

- Reading skills to:
- interpret standard procedural documents.
- Numeracy skills to:
- work with numerical games
  - tally customer payments and data reports.
- Problem-solving skills to:
- address typical operational problems in a games location.
- Technology skills to:
- work with games equipment and make simple repairs.

## Unit Mapping Information

SITTVAF302 Operate a games location

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITTVAF003 Operate a games location

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- conduct group and individual games according to rules and procedures on at least ten occasions within commercial time constraints and deadlines determined by the customer or organisation
- follow operational procedures for above games, including set up, inspection, cleaning, maintenance and close down
- complete accurate games documentation during each game operation.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- equipment and supplies for games locations:
  - administrative supplies
  - game components
  - maintenance items
  - prizes
  - promotional material
- types of games:
  - coin-operated
  - computerised
  - manual
  - pay per use
- signage and displays for games locations:
  - directional signage
  - games rules
  - prizes
  - promotional offers
- security procedures for games operations
- individual operations and rules for games as specified in the performance evidence, and challenges associated with operating specific games

- features of games equipment and how to make simple repairs
- health and safety requirements for games operations:
  - customer behaviour
  - ensuring safety in the games location
  - game-specific issues
- types of documentation and reports to be completed when operating a games location:
  - equipment checklists
  - incident reports
  - participant numbers
  - safety checklists
- record keeping, documentation and distribution procedures for games relevant to the work context
- ways to conserve resources and minimise waste and use of energy in games operations.

## Assessment Conditions

Skills must be demonstrated in an operational games area. This can be:

- an industry workplace
- a simulated industry environment set up for the purposes of assessment.

Assessment must ensure access to:

- a real or simulated games location with operational games
- organisational policies and procedures:
  - games operation procedures and reporting templates
  - safety procedures
  - emergency procedures
  - incident reporting templates
- customers sufficient in number to reflect typical workplace conditions; these can be:
  - customers in an industry workplace who are assisted by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## SITTVAF004 Tow and site recreational vehicles

### Modification History

Not applicable.

### Application

This unit describes the performance outcomes, skills and knowledge required to safely tow and site recreational vehicles in off-road spaces. It requires the ability to identify the site, calculate weight-to-vehicle towing ratios, and manoeuvre and position a recreational vehicle to the required location.

The unit applies to those working in holiday parks or in the manufacture, service, repair or sale of recreational vehicles. It applies to people who operate with some level of independence and under limited supervision.

The driver towing the recreational vehicle must possess a current driving licence valid for the category of towing vehicle and comply with all regulations of the relevant state or territory roads and traffic authority.

### Pre-requisite Unit

Nil

### Competency Field

Venue and Facility Operations

### Unit Sector

Tourism

### Elements and Performance Criteria

#### ELEMENTS

Elements describe the essential outcomes.

1. Prepare for towing of recreational vehicle.

#### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Identify and confirm required site for recreational vehicle.
- 1.2. Calculate gross weight of recreational vehicle and determine its

- aggregate mass.
- 1.3. Check and confirm towing capacity of towing vehicle and adhere to tow-bar capacity.
  - 1.4. Conduct pre-operational checks on towing and recreational vehicles.
  - 1.5. Attach recreational vehicle to towing vehicle according to manufacturer instructions.
2. Move and site recreational vehicle.
    - 2.1. Identify obstacles or hazards and remove or avoid.
    - 2.2. Give clear directions to others in the area to enable safe vehicle movement without injury to people or damage to vehicles, equipment or facilities.
    - 2.3. Safely manoeuvre recreational vehicle to required location.
    - 2.4. Position recreational vehicle ensuring it is level and parallel and within reach of required equipment and position stabilising fixtures.
  3. Remove recreational vehicle from site.
    - 3.1. Disconnect power heads, water pipes and electrical leads.
    - 3.2. Stow stabilising fixtures.
    - 3.3. Remove recreational vehicle from site according to safety procedures.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| SKILLS                        | DESCRIPTION   |
|-------------------------------|---|
| Reading skills to:            | <ul style="list-style-type: none"> <li>• interpret weight-to-vehicle towing ratios, manufacturer instructions and operational check information.</li> </ul> |
| Oral communication skills to: | <ul style="list-style-type: none"> <li>• discuss where the recreational vehicle will be sited.</li> </ul>   |
| Numeracy skills to:           | <ul style="list-style-type: none"> <li>• calculate weights, aggregate mass of recreational vehicles and capacities of towing vehicles.</li> </ul>           |
| Problem-solving skills to:    | <ul style="list-style-type: none"> <li>• identify and avoid obstacles or hazards.</li> </ul>  |

## Unit Mapping Information

SITTVAF303 Tow and site recreational vehicles



## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITTVAF004 Tow and site recreational vehicles

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- manoeuvre, tow and site at least three different types of recreational vehicles as listed in the knowledge evidence using appropriate towing vehicle
- identify and avoid obstacles and hazards during above operations
- communicate safety directions to others in the vicinity of towing and siting above vehicles
- identify and calculate weight-to-vehicle towing ratios set by state and territory authorities and manufacturers
- complete above activities within commercial time constraints and deadlines determined by the customer or organisation.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- common types of recreational vehicles:
  - camper or tent trailer
  - cross-country or an off-road all-terrain caravan
  - expanda or slide out
  - five-wheeler
  - full van
  - pop top
  - slide-on camper or campervan
- types of vehicles that are used to tow recreational vehicles:
  - four wheel drive
  - specialised towing truck or unit
  - tractor
  - truck
  - two wheel drive
  - van
- pre-operational checks on towing and recreational vehicles:
  - brakes

- fluid levels and topping up
- operation of vehicle lights and indicators
- tyre pressures
- visual inspection
- details of the entire site where recreational vehicles as specified above, are to be positioned, and suitable positions
- weight-to-vehicle towing ratios set by state and territory authorities and manufacturers
- pre-operational checks for the towing vehicle and for the recreational vehicle
- major hazards and obstacles associated with towing and siting recreational vehicles, and ways to address them.

## Assessment Conditions

Skills must be demonstrated in an operational holiday park and resort context. This can be:

- an industry workplace
- a simulated industry environment set up for the purposes of assessment.

Assessment must ensure access to:

- off-road locations where recreational vehicles are towed and sited
- maps of sites
- different types of recreational vehicles
- towing vehicles appropriate to recreational vehicles being used
- current commercial manufacturer instructions
- current schedules of weight-to-vehicle towing ratios issued by government regulators.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# SITTVAF005 Fill LPG gas cylinders

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to safely fill liquefied petroleum gas (LPG) cylinders up to a maximum of 9kg. It requires sound knowledge of working with volatile and hazardous gas and how to respond to an emergency.

The unit is relevant to holiday parks and resorts and other associated hospitality or retail workplaces that provide LPG cylinder filling services.

It applies to frontline service or supervisory personnel who operate with a level of independence. Work is undertaken according to organisational policy and procedures and relevant legislative requirements.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## Pre-requisite Unit

Nil

## Competency Field

Venue and Facility Operations

## Unit Sector

Tourism

## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential outcomes.

1. Implement work health and

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1.1. Implement safe work practices when preparing,

- safety policies and procedures for working with LPG.
- undertaking and finalising LPG decanting.
- 1.2.Lift and carry LPG cylinders following manual handling procedures.
  - 1.3.Carry out first aid in the event of a cold burn.
  - 1.4.Identify, eliminate or control hazards in LPG decanting area as they arise.
  - 1.5.Report and document safety issues, hazards or incidents according to organisational work health and safety (WHS) reporting procedure.
  - 1.6.Explain safe LPG decanting practices and relevant WHS procedures and information to customers and colleagues.
  - 1.7.Participate in LPG WHS consultation processes.
2. Check LPG decanting cylinder for compliance.
- 2.1.Locate required warning notices and verify they are correct in accordance with legislative requirements.
  - 2.2.Inspect decanting cylinder to confirm it meets safety regulations, standards and statutory requirements.
  - 2.3.Ensure appropriate firefighting equipment is in place and has been tested within the required timeframe.
  - 2.4.Rectify areas of non-compliance or refer to appropriate personnel as required.
3. Prepare for filling of cylinders.
- 3.1.Locate LPG decanting tool kit and confirm required tools and equipment are available.
  - 3.2.Inspect LPG cylinders to confirm they are safe to fill according to legislative requirements and national standards.
  - 3.3.Explain to customers the specific reason and potential safety risks if cylinder does not comply.
  - 3.4.Retain hazardous cylinders according to organisational policies and procedures as required and offer customer alternative options.
  - 3.5.Drill holes in hazardous LPG cylinder to ‘make safe’ if customer insists on having it returned.
  - 3.6.Scan decanting area to ensure it is safe to commence decanting process.
  - 3.7.Earth cylinder and discharge body build-up of static electricity.
  - 3.8.Put on required protective equipment.
4. Fill cylinders.
- 4.1.Place cylinder in an upright position, connect decanting hose and commence filling.
  - 4.2.When cylinder is full safely close bleed valve, remove filling hose and finalise decanting.
  - 4.3.Check cylinder for leaks and empty if required.

- 4.4. Secure all tools and equipment and lock decanting cylinder.
5. Follow LPG emergency procedures.
- 5.1. Respond to LPG emergencies according to organisational emergency procedures and call for assistance from colleagues and authorities as required.
- 5.2. Clean up following emergencies and check all equipment for damage.
- 5.3. Repair, replace or re-order damaged equipment as required.
- 5.4. Complete LPG emergency incident and hazard report.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| SKILLS                     | DESCRIPTION  |
|----------------------------|--|
| Reading skills to:         | <ul style="list-style-type: none"> <li>interpret unfamiliar and complex materials describing regulatory requirements for LPG safety management and organisational policies and procedures.</li> </ul>  |
| Writing skills to:         | <ul style="list-style-type: none"> <li>prepare reports on hazards and the effectiveness of LPG safe management practices and, recommendations for change</li> <li>create accurate written records according to WHS policy and procedures and regulatory compliance.</li> </ul> |
| Problem-solving skills to: | <ul style="list-style-type: none"> <li>analyse LPG safety requirements, deficiencies and recommend change.</li> </ul>  |

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITTVAF005 Fill LPG gas cylinders

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- demonstrate the liquefied petroleum gas (LPG) decanting process safely for at least three LPG cylinders following organisational policy and procedures for:
  - storage of tools, equipment and cylinders
  - correct positioning of LPG decanting cylinder
  - handling and transportation of full and empty LPG cylinders
  - filling cylinders
  - testing newly filled cylinders for leaks
- explain procedure to identify a hazardous cylinder and explain organisational policy and procedures for:
  - notifying customers of hazards and offering alternatives
  - retention and safe storage of hazardous cylinders
  - emptying hazardous cylinders as required
  - making cylinders safe
  - reporting and recording the identified hazard or potential hazard
- explain procedure for responding to each of the following emergency situations:
  - leaking decanting cylinder
  - leaking customer cylinder
  - LPG cylinder on fire
  - fire in location of LPG cylinders
  - vehicle driving into decanting cylinder
  - naked flame in proximity of decanting process
  - decanting cylinder leak into drainage system
  - LPG explosion
- explain procedure to complete incident reports for three of the emergency situations listed above.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- properties of LPG and its potentially highly volatile and dangerous nature
- potential hazards associated with LPG gas and methods of control
- unsafe conditions or environment when working with LPG:
  - damage to plant equipment
  - breaches in procedures
- required warning notices and their correct positioning
- HAZCHEM/HAZMAT symbols associated with LPG
- current legislation relating to filling LPG cylinders:
  - Australian New Zealand Standards AS/NZS1596 The storage and handling of LP gas
  - Dangerous Goods Act
  - Work Health and Safety Act
- employer responsibilities under the WHS Act to provide a safe workplace
- safe location of LPG decanting cylinder
- regulatory firefighting equipment for LPG and audit timeframe
- tools and equipment required to fill LPG cylinders
- appropriate safe environment to decant LPG
- safe standards for LPG cylinders:
  - capacity greater than 10kg
  - test pressure greater than 3.3 MPa
  - test date less than 10 years old
  - bleed valve fitted that can be easily operated
  - no rust or other damage
  - no leaking fittings
- personal protective equipment (PPE) for decanting LPG and the reason for wearing each:
  - heavy duty gloves
  - eye protection
  - work boots
- safety procedures for controlling static electricity:
  - earthing of cylinders
  - discharging body build-up of static electricity
- manual handling techniques
- operation and purpose of 'dead man's handle'
- safe capacity of LPG cylinders and how to identify when cylinders are at capacity
- outcomes of over filling cylinders
- how a 'cold burn' occurs and appropriate first aid
- emergency procedures for:
  - leaking decanting or customer cylinder
  - LPG cylinder on fire
  - fire in location of LPG cylinders
  - vehicle driving into the LPG decanting cylinder



- naked flame in proximity of decanting process
- decanting cylinder leak into drainage system
- LPG explosion
- environmental standards and safe release procedures for emptying LPG cylinders
- potential impact of LPG leaks to environment, workplace, customers and personnel
- alternative options for customers in the event their LPG gas cylinder must be retained
- organisational policies and procedures for:
  - preparing for decanting LPG
  - decanting LPG
  - finalizing cylinders
  - testing filled cylinders for leaks
  - risk management and workplace safety
  - safe storage and delivery of LPG
  - retention of hazardous cylinders
  - 'making safe' a hazardous cylinder
  - reporting of hazards and incidents or potential hazards and incidents
- reportable unsafe practices:
  - being asked to participate in unsafe work practices
  - failing to replace unsafe damaged property or fittings
  - ignoring direction of safety signage, supervisors, or managers
  - lack of required safety signage
  - lack of training in health and safety procedures and safe work practices
  - seeing others using unsafe work practices
  - broken or malfunctioning equipment.

## Assessment Conditions

Skills must be demonstrated in an operational business or activity where LPG cylinder filling is required and safe working practices must be maintained, this can be:

- an industry workplace
- a simulated environment set up for the purpose of skills assessment.

Assessment must ensure use of:

- relevant documentation:
  - current plain English regulatory documents distributed by the LPG supplier and local work health and safety government regulator
  - policies, procedures, codes of practice and standards issued by government regulators or industry groups
  - LPG safe handling and decanting manuals
  - current organisational policies, procedures and template documents

- LPG incident and hazard report identifying:
  - cause of emergency
  - outcome
  - recommendation for prevention of reoccurrence
- safety equipment for decanting LPG:
  - PPE
  - 9kg dry chemical powder fire extinguisher
  - hose attached permanently to a water tap
- tools and equipment for decanting LPG:
  - set spanner or adjustable spanner to fit plug and connection
  - screwdrivers to meet size of bleed valves on different size cylinders
  - lockable padlock on decanting bottle
  - filling hose
- drill and drill bits for making a hazardous cylinder safe
- LPG gas cylinders requiring filling
- LPG decanting cylinder
- required warning notices positioned correctly
- customers and colleagues with whom the individual can interact; these can be:
  - customers or colleagues in an industry workplace; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and;

- have worked in industry for at least three years where that have applied the skills and knowledge of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# SITXCCS001 Provide customer information and assistance

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to provide customers with information and assistance on facilities, products and services.

The unit applies to frontline service personnel working in a range of tourism, travel, hospitality, entertainment and cultural contexts. Information and assistance are often provided face-to-face, but may be by telephone or other remote mechanisms.

Customer service personnel working under supervision undertake this function, but the unit is also relevant to those working in operational roles where customer service may not be the main focus of work, e.g. animal handlers in a zoo or technicians in a theatre.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## Pre-requisite Unit

Nil

## Competency Field

Client and Customer Service

## Unit Sector

Cross-Sector

## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential outcomes.

1. Access and update

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1.1.Source and access information on facilities, products and

- |                               |  |
|-------------------------------|--|
| information.                  | <p>services.</p> <p>1.2. Incorporate information into day-to-day work activities.</p> <p>1.3. Share information with colleagues to support the efficiency and quality of service.</p> <p>1.4. Identify and use <i>opportunities to update and maintain facility, product and service knowledge</i>.</p>  |
| 2. Assist customers.          | <p>2.1. Proactively identify information and assistance needs of customers, including those with special needs.</p> <p>2.2. Provide accurate information in a clear, courteous and culturally appropriate way.</p> <p>2.3. Where appropriate, assist or instruct customers in the use of equipment and facilities according to safety requirements, or refer to relevant colleagues.</p> <p>2.4. Identify and use opportunities to promote internal products and services.</p> |
| 3. Seek feedback on services. | <p>3.1. Proactively seek customer feedback on facilities, products and services.</p> <p>3.2. Observe customer behaviour to inform future service developments and follow procedures for formal customer evaluation.</p> <p>3.3. Provide information on customer feedback to relevant colleagues.</p>   |

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| <b>SKILLS</b>                 | <b>DESCRIPTION</b>  |
|-------------------------------|---|
| Reading skills to:            | <ul style="list-style-type: none"> <li>• interpret sometimes detailed information on predictable customer requests.</li> </ul>  |
| Writing skills to:            | <ul style="list-style-type: none"> <li>• record brief notes and basic information.</li> </ul>   |
| Oral communication skills to: | <ul style="list-style-type: none"> <li>• listen and respond to diverse customer requests, asking questions to clarify and confirm.</li> </ul>                                   |
| Learning skills to:           | <ul style="list-style-type: none"> <li>• review own knowledge of information required to assist customers and participate in activities that continuously update it.</li> </ul> |

## Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

*Opportunities to update and maintain facility, product and service knowledge* must include:

- discussions with colleagues
- internal newsletters
- leaflets and brochures
- staff noticeboards
- team meetings.

## Unit Mapping Information

SITXCCS101 Provide information and assistance

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITXCCS001 Provide customer information and assistance

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- provide current, accurate and relevant information and assistance about organisational facilities, products and services to three different customers on three different occasions
- provide above information and assistance in a culturally appropriate manner and according to customer service standards
- maintain and extend personal knowledge of relevant facilities, products and services
- seek informal feedback from customers on above activities.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- sources of information, advice and referral on organisational facilities, products and services
- details of organisational facilities, products and services:
  - access
  - cloaking
  - direction or location of facilities
  - facilities for those with special needs
  - food and beverages
  - new activities, events and procedures
  - opening hours
  - operational changes
  - pricing
  - promotional activities
  - ticket sales
  - times of activities or events
- organisational service procedures and standards
- relevant legislation relating to customer service:
  - Australian consumer law
  - equal employment opportunity

- work health and safety
- promotions
- organisational policies and procedures to enable ethical and non-discriminatory treatment of client requests and resolution of complaints:
  - communication protocols
  - complaint procedures
  - customer service procedures
  - reporting procedures
  - personal presentation
  - privacy
  - record-keeping procedures
- communication mediums required to provide service to clients and colleagues
- conflict-resolution strategies
- awareness of customs and practices of various social and cultural groups within Australia to assist with meeting client needs and expectations in regards to:
  - modes of greeting, farewelling and conversation
  - body language and body gestures
  - formality of language
  - clothing
- services and products within the organisation that may be suited to particular clients
- principles and benefits of enhanced customer service experiences and positive communication.

## Assessment Conditions

Skills must be demonstrated in an operational customer service environment in a service based industry such as tourism, travel, hospitality or events. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- business equipment:
  - computers
  - telephones
- sources of information on facilities and services
- organisational specifications for customer service standards
- customers from different cultural backgrounds with whom the individual can interact; these can be:
  - customers in an industry workplace during the assessment process; or

- individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>



## **SITXCCS002 Provide visitor information**

### **Modification History**

Not applicable.

### **Application**

This unit describes the performance outcomes, skills and knowledge required to access general information on facilities, products and services available in the local area and to provide this to visitors.

The unit applies to frontline service personnel working in a range of tourism, travel, hospitality, entertainment and cultural contexts. Information is often provided face-to-face, but may be by telephone or other remote mechanisms.

It applies to frontline service personnel who routinely respond to visitor requests for general local area information. They may be working independently or with guidance from others in restaurants, hotels, wineries, attractions, entertainment venues, tour operations, visitor information centres and at tour desks.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### **Pre-requisite Unit**

Nil

### **Competency Field**

Client and Customer Service

### **Unit Sector**

Cross-Sector

### **Elements and Performance Criteria**

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- |  |   |
|--|---|
| 1. Access and update visitor information.  | 1.1. Identify and access sources of visitor information.<br>1.2. Obtain general information on local facilities, products and services to meet different visitor needs.<br>1.3. Share information with colleagues to support the efficiency and quality of service.<br>1.4. Identify and use <i>opportunities to update and maintain local area knowledge</i> . |
| 2. Provide information to visitors.        | 2.1. Identify specific information and assistance needs of visitors, including those with special needs.<br>2.2. Provide appropriate scope and depth of information to meet visitor needs.<br>2.3. Identify and use opportunities to promote internal products and services.  |
| 3. Seek feedback on information provision. | 3.1. Proactively seek visitor feedback to ensure required information has been provided.<br>3.2. Follow procedures for any formal visitor evaluation.<br>3.3. Provide information on visitor feedback to relevant colleagues.   |

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| <b>SKILLS</b>                 | <b>DESCRIPTION</b>   |
|-------------------------------|--|
| Reading skills to:            | <ul style="list-style-type: none"> <li>• interpret sometimes detailed product and local area information</li> <li>• research, sort and use relevant information.</li> </ul>    |
| Writing skills to:            | <ul style="list-style-type: none"> <li>• record simple notes and basic information on local facilities, products and services for visitors.</li> </ul>                         |
| Oral communication skills to: | <ul style="list-style-type: none"> <li>• listen and respond to range of visitor requests, asking questions to clarify and confirm.</li> </ul>                                  |
| Learning skills to:           | <ul style="list-style-type: none"> <li>• review own knowledge of information required to assist visitors and participate in activities that continuously update it.</li> </ul> |

## Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the

candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

***Opportunities to update and maintain local area knowledge*** must include at least four of the following:

- informal discussions with colleagues and visitors
- internal newsletters and external promotional material
- local information centre
- participating in local familiarisation tours
- local media: newspaper, radio and television
- personal observation or exploration
- principal or supplier of the product or service
- staff noticeboards
- team meetings.

## Unit Mapping Information

SITXCCS201 Provide visitor information

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITXCCS002 Provide visitor information

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- provide current, accurate and relevant information about local area features to three different visitors on three different occasions
- provide above information and assistance in a culturally appropriate manner and according to organisational service standards
- extend personal knowledge of relevant facilities, products and services
- seek formal and informal feedback from visitors on above services.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- sources of information on the available local area facilities, products and services:
  - brochures
  - library
  - local council
  - local people and local identities with specialised knowledge
  - local visitor guide booklets and maps
  - online reservation systems
  - organisation information
  - organisation-designed information systems
  - principal supplier of a product
  - product library
  - room directories
  - social media websites
  - state or territory government tourism authority information systems
  - timetables
- information on the local area features:
  - accommodation options
  - dining options

- entertainment venues
- local attractions
- local personal services facilities
- local shopping facilities
- local transport options
- organisation-specific information
- road conditions
- sporting facilities
- tours, local outings and trips
- travelling routes
- weather conditions
- organisational service procedures and standards:
  - designated response times for acknowledging customers and their enquiry
  - personal presentation and hygiene standards
- awareness of customs and practices of various social and cultural groups of visitors to assist with meeting visitor needs and expectations in regards to:
  - modes of greeting, farewelling and conversation
  - body language and body gestures
  - formality of language
  - clothing
- methods of collecting feedback:
  - formal:
    - surveys
    - interviews
    - structured questioning
  - informal:
    - observation
    - casual discussion
- organisational service procedures and standards.

## Assessment Conditions

Skills must be demonstrated in an operational customer service environment in a service based industry such as tourism, travel, hospitality or events where information is sourced and provided to visitors. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- sources of information on the local area facilities, services and general products, and their availability
- organisational specifications for customer service standards
- visitor surveys and feedback forms
- visitors from different cultural backgrounds with whom the individual can interact; these can be:
  - visitors to an industry workplace during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## SITXCCS003 Interact with customers

### Modification History

Not applicable.

### Application

This unit describes the performance outcomes, skills and knowledge required to deliver fundamental customer service to both internal and external customers. It requires the ability to greet and serve customers, and respond to a range of basic customer service enquiries, including routine customer problems.

The unit applies to frontline service personnel who operate under close supervision and with guidance from others. They provide routine customer service and would not be expected to respond to complex customer requests or complaints.

The unit applies to individuals working in a range of tourism, travel, hospitality and events contexts.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### Pre-requisite Unit

Nil

### Competency Field

Client and Customer Service

### Unit Sector

Cross-Sector

### Elements and Performance Criteria

#### ELEMENTS

Elements describe the essential outcomes.

#### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- |  |  |
|--|--|
| 1. Greet and serve customers.            | 1.1.Prioritise customers ahead of other workplace duties.<br>1.2.Greet customers according to organisational customer service standards.<br>1.3. <i>Communicate with customers</i> in a clear and professional manner.<br>1.4.Explain and match products and services to customer needs.   |
| 2. Work with others to deliver service.  | 2.1.Identify personal limitations in serving the needs of customers and seek assistance from <i>others</i> where appropriate.<br>2.2.Follow directions of supervisors and managers to deliver quality service.<br>2.3.Resolve routine customer problems according to own level of responsibility and organisational policy.<br>2.4.Escalate other service issues to a higher level staff member for action in line with organisational procedures. |
| 3. Provide feedback on customer service. | 3.1.Report service issues and customer problems as they arise.<br>3.2.Provide customer feedback to relevant supervisors or managers.   |

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| <b>SKILLS</b>                        | <b>DESCRIPTION</b>   |
|--------------------------------------|--|
| Reading skills to:                   | <ul style="list-style-type: none"> <li>• interpret sometimes detailed procedures documents.</li> </ul>   |
| Writing skills to:                   | <ul style="list-style-type: none"> <li>• record simple notes and basic information.</li> </ul>   |
| Oral communication skills to:        | <ul style="list-style-type: none"> <li>• ask questions and actively listen to customers to determine their needs</li> <li>• discuss causes of customer problems with colleagues and supervisors in a professional manner.</li> </ul> |
| Problem-solving skills to:           | <ul style="list-style-type: none"> <li>• recognise customer problems and resolve or refer service issues.</li> </ul>   |
| Initiative and enterprise skills to: | <ul style="list-style-type: none"> <li>• recognise delays and deficiencies in customer service and rectify to customer satisfaction in line with own level of responsibility.</li> </ul>   |



## Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

- Ways to *communicate with customers* must include:
- communicating:
    - by telephone
    - electronically
    - face-to-face
  - showing interest in customer needs and maintaining a welcoming customer environment during service delivery through the use of:
    - appropriate voice tonality and volume
    - basic gestures
    - product information sheets.
- Others* must include:
- colleagues
  - managers
  - supervisors.

## Unit Mapping Information

SITXCCS202 Interact with customers

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITXCCS003 Interact with customers

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- identify customer requirements and provide effective customer service to two different internal and two different external customers to meet requirements
- interact with above customers in line with organisational customer service standards and within designated organisational response times
- demonstrate procedures to respond to three different customer problems according to organisational policies and procedures
- identify situations where problems are beyond own level of responsibility, and process to escalate in line with organisational policies and procedures
- seek informal feedback from customers on above activities.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- importance of the customer in the service industries
- customer service standards expected in the service industries
- profiles of different types of customers:
  - external
  - internal
  - new
  - regular or repeat
  - visitors
- value and role of customer feedback in improving service delivery
- presentation standards for:
  - customer environment
  - customer service personnel
  - documents and promotional materials
- customer service policies and procedures:
  - application of booking or cancellation fees
  - response times for acknowledging and greeting customers

- response times for delivering products and services
- customer service policies for resolving routine customer problems
- policies regarding product pricing and quality
- processing refunds and exchanges
- empowerment of different levels of personnel to resolve complaints, disputes, service issues and customer compensation
- policies for escalating and reporting service issues and customer problems
- procedures for responding to routine customer problems:
  - incorrect pricing of products and services
  - delays or errors in providing products or services
  - misunderstanding customer requests.

## Assessment Conditions

Skills must be demonstrated in an operational business environment where customers are served. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- organisational policies and procedures relating to:
  - customer service standards
  - designated response times
  - presentation standards
  - dealing with customer problems
  - recording and reporting customer feedback
- internal and external customers with whom the individual can interact; these can be:
  - customers in an industry workplace during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## SITXCCS004 Provide lost and found services

### Modification History

Not applicable.

### Application

This unit describes the performance outcomes, skills and knowledge required to provide service to customers who have lost or found items. It requires the ability to determine and record details of items, investigate lost items, assist claimants and complete documentation.

The unit applies to frontline operations personnel working in a range of tourism, travel, hospitality and entertainment and cultural contexts.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### Pre-requisite Unit

Nil

### Competency Field

Client and Customer Service

### Unit Sector

Cross-Sector

### Elements and Performance Criteria

#### ELEMENTS

Elements describe the essential outcomes.

1. Determine and record details of lost or found item.
2. Assist customer with lost or

#### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Obtain and verify descriptions and relevant details of lost or found item.
- 1.2. Tag found item and place in designated location.
- 1.3. Use lost and found register to record details of item.
- 2.1. Conduct all communication with property owner in a

- claimed item.
  - professional manner.
  - 2.2. Provide details of organisational procedures and obligations for *lost or found item*.
  - 2.3. Investigate and trace lost item.
  - 2.4. Investigate and confirm ownership of found item.
  - 2.5. Verify claimant identification before release of found item.
  - 2.6. Obtain claimant signature for collection of claimed item.
- 3. Complete end of shift duties.
  - 3.1. Update lost and found register to reflect investigation and collection of items.
  - 3.2. Complete *lost and found reports* according to organisational procedures.
  - 3.3. Recommend improvements to lost and found procedures as required.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| SKILLS                        | DESCRIPTION  |
|-------------------------------|--|
| Reading skills to:            | <ul style="list-style-type: none"> <li>• interpret organisational lost and found procedures, details in the lost and found register, and claimant identification documents.</li> </ul>                   |
| Writing skills to:            | <ul style="list-style-type: none"> <li>• record clear and succinct descriptions of lost and found items in the register</li> <li>• write simple reports.</li> </ul>                                      |
| Oral communication skills to: | <ul style="list-style-type: none"> <li>• determine details of lost items using active listening and questioning techniques</li> <li>• discuss details of lost items in a professional manner.</li> </ul> |

## Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Details of *lost or found item* must include:

- date, time and location of loss
- date, time and location of find
- description of lost or found item
- owner contact details.

*Lost and found reports* must include:

- daily or weekly reports
- logs or journals
- verbal or written reports
- hard copy or electronic reports.

## Unit Mapping Information

SITXCCS301 Provide lost and found services

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITXCCS004 Provide lost and found services

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- provide efficient and courteous lost and found service on at least three different occasions, using appropriate communication skills to determine required details of lost or found items
- record clear details of above lost or found items and prepare simple reports according to organisational procedures on each of the above service occasions
- complete investigation of above lost or found items within timeframes determined by the property owner or organisation.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- for lost and found items:
  - organisational procedures for providing services
  - methods to succinctly and clearly record details
- for lost items:
  - methods to trace items and determine ownership
- for found items:
  - methods to locate items and determine ownership
  - typical storage facilities for items
  - security requirements for storage
- formats for lost and found registers and reports, and required content of entries.

## Assessment Conditions

Skills must be demonstrated in an operational environment where lost and found services are provided. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- secure storage facilities for found items
- current commercial lost and found registers, procedures and reporting documents
- property owners with whom the individual can interact regarding lost and found items; these can be:
  - customers in an industry workplace during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>



## SITXCCS005 Provide club reception services

### Modification History

Not applicable.

### Application

This unit describes the performance outcomes, skills and knowledge required to provide reception services in a licensed club environment. It requires the ability to deliver quality customer service while assisting customers to comply with club and legislative licensing requirements.

The unit applies to all types of licensed clubs, including sporting, entertainment, social, workers' and Returned and Services League (RSL) clubs.

It applies to frontline customer service personnel who operate with some level of independence and under limited supervision. This includes club receptionists, front desk receptionists, and doorpersons.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### Pre-requisite Unit

Nil

### Competency Field

Client and Customer Service

### Unit Sector

Cross-Sector

### Elements and Performance Criteria

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Provide information on club

1.1. Provide advice and information on club services and

services and process memberships.

facilities to members, guests and visitors.

- 1.2.Explain membership requirements and rules to members, guests and visitors in a professional manner.
- 1.3.Explain membership application forms to applicants and assist with form completion.
- 1.4.Calculate and process membership payments.
- 1.5.Issue correct proof of membership documentation.
- 1.6.Use *club reception technology* to assist with providing services to members and guests.

2. Monitor entry to club.

- 2.1.Check proof of membership upon entry to the club.
- 2.2.Assist guests and visitors to sign in according to government and organisational requirements.
- 2.3.Check member, guest and visitor compliance with dress and age regulations.
- 2.4.Refuse entry to non-compliant members, guests and visitors.
- 2.5.Escalate disputes over club entry to security, supervisor or other relevant person according to organisational policy.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

### SKILLS

### DESCRIPTION

Reading skills to:

- recognise club membership, identification (ID) and proof of age documents
- interpret and follow in-house policies and procedures
- locate information in membership database records.

Writing skills to:

- enter information legibly into membership application forms.

Oral communication skills to:

- discuss club entry matters with members and guests in a professional manner.

Technology skills to:

- access and interpret membership database information
- use public address systems.

## **Unit Mapping Information**

SITXCCS302 Provide club reception services

## **Links**

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITXCCS005 Provide club reception services

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- respond to at least three different member, guest or visitor enquiries about facilities, services and membership
- process membership applications and issue membership documentation for at least three different new members
- monitor club entry by members, guests and visitors during at least four service periods, ensuring all entry requirements are met and enabling efficient flow through reception to club facilities
- perform above activities in a professional manner and within commercial timeframes.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- key aspects of club licensing laws covering entry requirements for members, guests and visitors
- acceptable forms of club membership documentation
- acceptable forms of identification (ID), proof of age and residence
- purpose and use of typical club reception technology:
  - information systems currently used by clubs to manage membership database
  - membership badge production equipment
  - scanning equipment for temporary membership documents
  - communications equipment:
    - telephones
    - radio
    - internal public address system
- organisational dress regulations for club
- club membership rules, conditions, benefits, entitlements and costs
- contents of membership application forms and importance of ensuring accurate recording of membership details
- full details of club services, facilities, current promotions, events and entertainment.

## Assessment Conditions

Skills must be demonstrated in an environment where operational club reception services are offered. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- club reception technology:
  - communications equipment:
    - telephones
    - internal public address system
    - computers and information systems currently used by clubs to manage membership
  - scanning equipment for temporary membership documents
  - current plain English regulatory documents outlining club entry requirements
  - club documents outlining current policies, procedures, facilities, membership benefits, costs and dress regulations
  - club membership application forms
  - club members, guests and visitors with whom the individual can interact; these can be:
    - customers in an industry workplace during the assessment process; or
    - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## SITXCCS006 Provide service to customers

### Modification History

Not applicable.

### Application

This unit describes the performance outcomes, skills and knowledge required to communicate effectively with and provide quality service to both internal and external customers. It requires the ability to establish rapport with customers, determine and address customer needs and expectations, and respond to complaints.

The unit applies to those frontline service personnel who deal directly with customers on a daily basis and who operate with some level of independence and under limited supervision.

This includes individuals working in a range of tourism, travel, hospitality and events contexts.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### Pre-requisite Unit

Nil

### Competency Field

Client and Customer Service

### Unit Sector

Cross-Sector

### Elements and Performance Criteria

#### ELEMENTS

Elements describe the essential outcomes.

1. Communicate with internal

#### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1.1. Communicate with customers in a professional manner

- and external customers. within designated response times using appropriate verbal and non-verbal communication.
- 1.2. Observe and respond to non-verbal communication of customers.
  - 1.3. Use active listening and questioning to facilitate effective two-way communication.
  - 1.4. Select a *medium of communication* appropriate for the customer and *situation*.
2. Follow defined organisational standards when delivering service.
    - 2.1. Practise high standards of personal presentation and hygiene according to organisational requirements.
    - 2.2. Follow organisational customer service policies and procedures.
    - 2.3. Adhere to professional standards expected of service industry personnel.
  3. Provide service to customers.
    - 3.1. Establish rapport with customer to promote goodwill and trust during service delivery.
    - 3.2. Identify customer needs and expectations, including customers with special needs.
    - 3.3. Promptly meet all reasonable customer needs and requests.
    - 3.4. Identify and anticipate operational problems and take action to minimise the effect on customer satisfaction.
    - 3.5. Recognise and act upon opportunities to deliver additional levels of service beyond customer's immediate request.
  4. Respond to customer complaints.
    - 4.1. Proactively recognise customer dissatisfaction and take swift action to avoid escalation to a complaint.
    - 4.2. Respond to customer complaints in a professional manner.
    - 4.3. Identify solutions in consultation with customer.
    - 4.4. Resolve complaints according to own level of responsibility and organisational policy.
    - 4.5. Escalate complex service issues to higher level staff for action.
  5. Provide internal feedback on customer service practices.
    - 5.1. Provide ongoing internal feedback on service practices, policies and procedures, and suggest improvements.
    - 5.2. Identify individual and recurring complaints and provide internal feedback to avoid future occurrence.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| SKILLS                     | DESCRIPTION  |
|----------------------------|--|
| Reading skills to:         | <ul style="list-style-type: none"> <li>interpret messages, notes, letters, online communications, and policies and procedures.</li> </ul>        |
| Writing skills to:         | <ul style="list-style-type: none"> <li>record clear and concise messages, notes, emails, faxes and letters.</li> </ul>                           |
| Self-management skills to: | <ul style="list-style-type: none"> <li>deal with customer enquiries in a logical sequence while accommodating other work commitments.</li> </ul> |
| Technology skills to:      | <ul style="list-style-type: none"> <li>use electronic communication media.</li> </ul>  |

## Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

**Medium of communication** must include consideration of:

- assistive technology
- email or other electronic communication
- face-to-face communication
- fax
- written messages for restaurant bookings or phone messages
- standard forms and pro formas
- telephone
- use of interpreters
- two-way communication systems.

**Situation** must involve consideration of the following factors:

- access of the sender and receiver to necessary equipment and technology
- degree of formality required
- required format
- technical and operational features to fulfil the need
- technical skills required to use the medium
- urgency and timeframes.



## Unit Mapping Information

SITXCCS303 Provide service to customers

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITXCCS006 Provide service to customers

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- identify customer requirements and provide quality customer service to three different internal and three different external customers to meet requirements
- provide service to above customers in line with organisational customer service standards and within designated organisational response times
- demonstrate procedures to respond to and resolve three different customer complaints according to organisational policies and procedures
- demonstrate effective communication with the above internal and external customers, including any with special needs
- seek formal and informal feedback from customers on above service.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- principles of quality customer service and positive communication
- appropriate non-verbal communication for customer service:
  - body language
  - culturally specific communication customs and practices
  - dress and accessories
  - gestures and mannerisms
  - use of space
  - voice tonality and volume
- methods for enhancing service delivery in response to staff and customer feedback
- specific industry sector:
  - professional service standards expected of service industry personnel
  - attitudes and attributes expected by the service industries to work with customers
  - standards of personal presentation and hygiene
  - different customer service and communication expectations, especially those with special service needs
- particular organisation:

- types of customers
  - external
  - internal
  - new
  - regular or repeat
  - visitors
- designated response times for acknowledging customers and their enquiry
- personal presentation and hygiene standards
- customer service policies and procedures, in particular those for:
  - acknowledging and greeting customers
  - complaint and dispute management
  - empowerment of different levels of personnel to resolve complaints, disputes, service issues and customer compensation
  - loyalty programs
  - presentation standards for customer environment, customer service personnel, and documents and promotional materials
  - pricing guarantees
  - product quality
  - refunds and cancellation fees
  - response times
  - service guarantees
  - training staff for customer service and complaint handling
- awareness of special needs, customs and practices of various social and cultural groups of customers in regards to:
  - modes of greeting, farewelling and conversation
  - body language and body gestures
  - formality of language
  - clothing
- methods of collecting feedback:
  - formal:
    - surveys
    - interviews
    - structured questioning
  - informal:
    - observation
    - casual discussion
- essential features, conventions and usage of different types of communication techniques and equipment.

## Assessment Conditions

Skills must be demonstrated in an operational business environment where customers are served. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- organisational policies, procedures and templates relating to:
  - customer service standards
  - designated response times
  - presentation standards
  - procedures for dealing with customer complaints
  - customer surveys and feedback collection
  - recording and reporting customer feedback
- internal and external customers with different cultural backgrounds and special service needs with whom the individual can interact; these can be:
  - customers in an industry workplace during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## SITXCCS007 Enhance customer service experiences

### Modification History

Not applicable.

### Application

This unit describes the performance outcomes, skills and knowledge required to provide professional and personalised customer service experiences. It requires the ability to determine and meet customer preferences, develop customer relationships, respond to difficult service situations, and take responsibility for resolving complaints.

The unit applies to those who deal directly with customers on a daily basis and who operate independently or with limited guidance from others. It includes senior frontline sales personnel, supervisors and managers who use discretion and judgement to provide quality customer service experiences.

This includes individuals working in a range of tourism, travel, hospitality and events contexts.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### Pre-requisite Unit

Nil

### Competency Field

Client and Customer Service

### Unit Sector

Cross-Sector

### Elements and Performance Criteria

#### ELEMENTS

Elements describe the

#### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to

- essential outcomes. demonstrate achievement of the element.
1. Provide a quality service experience.
    - 1.1. Determine and confirm customer preferences, needs and expectations.
    - 1.2. Advise customers about appropriate products and services to meet their needs.
    - 1.3. Anticipate customer preferences, needs and expectations throughout the service experience.
    - 1.4. Promptly provide products and services with professional and personalised service to meet individual preferences.
    - 1.5. Offer extras and add-ons and provide tailored and additional products and services.
    - 1.6. Check actioning of special requests before customer delivery.
    - 1.7. Liaise with team members and suppliers to ensure efficient service delivery.
    - 1.8. Share customer information with team members to ensure quality service.
  2. Proactively respond to difficult service situations.
    - 2.1. Identify problems with products and services and take immediate action to address before provision to customer.
    - 2.2. Anticipate delays in product and service provision and regularly update customer on expected outcomes.
    - 2.3. Advise customers of alternative products and services.
    - 2.4. Proactively compensate for service difficulty in line with own level of responsibility and organisational policy.
    - 2.5. Provide ongoing internal feedback on service issues and suggest improvements.
  3. Resolve customer complaints.
    - 3.1. Use questioning techniques to establish and agree on nature, possible cause, and details of the complaint.
    - 3.2. Assess impact on customer.
    - 3.3. Take responsibility for resolving complaints in a professional manner and using communication techniques to assist in their management.
    - 3.4. Determine options to resolve complaints and promptly analyse and decide on optimal solutions, taking **organisational constraints** into account.
    - 3.5. Act swiftly to resolve complaints and prevent escalation, in consultation with customer and to customer satisfaction.
    - 3.6. Turn complaints into opportunities to demonstrate high quality customer service.
    - 3.7. Provide internal feedback on customer complaints and feedback and required follow-up in order to avoid future occurrence.
    - 3.8. Review and evaluate complaints and solutions to enhance

response to future issues.

- 4. Develop customer relationships.
  - 4.1.Promote repeat business by offering promotional services according to individual empowerment and organisational policy.
  - 4.2.Maintain customer profiles to enhance service delivery.
  - 4.3.Provide personalised service to customers in a professional manner that builds repeat business.
  - 4.4.Provide tailored products and services based on customer profile.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| <b>SKILLS</b>                 | <b>DESCRIPTION</b>   |
|-------------------------------|--|
| Reading skills to:            | <ul style="list-style-type: none"> <li>• interpret organisational policies and procedures.</li> </ul>  |
| Writing skills to:            | <ul style="list-style-type: none"> <li>• record entries in customer service records.</li> </ul>  |
| Oral communication skills to: | <ul style="list-style-type: none"> <li>• use probe questioning to determine customer needs, preferences and problems; clarify ambiguities; and adequately understand customer complaints.</li> </ul> |
| Numeracy skills to:           | <ul style="list-style-type: none"> <li>• calculate the cost of products and services, estimate profitability, and consider the cost of customer compensation.</li> </ul>                             |
| Problem-solving skills to:    | <ul style="list-style-type: none"> <li>• determine adequate and appropriate compensation for service or product difficulty.</li> </ul>   |
| Technology skills to:         | <ul style="list-style-type: none"> <li>• use computers and databases that manage customer profiles and promotional activities.</li> </ul>  |

## Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

**Organisational constraints** must involve consideration of:

- costs and budgets
- feasibility of providing the solution

- own authority to resolve the complaint
- policy and procedures
- profitability of the sale
- ultimate responsibility within the organisation.

## Unit Mapping Information

SITXCCS401 Enhance the customer service experience

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>



# Assessment Requirements for SITXCCS007 Enhance customer service experiences

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- identify customer requirements and provide professional and personalised customer service experiences to two different internal and two different external customers to meet requirements
- demonstrate procedures to respond to and resolve three different customer complaints according to organisational policies and procedures
- demonstrate effective communication with the above internal and external customers, including any with special needs
- seek formal and informal feedback from customers on quality of above service
- provide above service to above customers in line with organisational customer service standards and within designated organisational response times.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- principles and benefits of enhanced customer service experiences and positive communication
- techniques to anticipate customer preferences, needs and expectations throughout the service experience
- conflict resolution techniques
- methods for enhancing service delivery in response to staff and customer feedback
- various extras and add-ons to enhance the customer experience:
  - additional destinations
  - additional tours or cruises
  - cocktails and liqueurs to enhance the dining experience
  - coordination services at events and conferences
  - entrance to events, festivals and entertainment scheduled during customer stay at destination
  - entrance to major attractions at destination
  - extra food items
  - flight fuel emissions offset fee

- local guiding services
- optional meals and dining experiences
- prepayment of baggage charges
- prepayment of in-flight meals
- pre-travel seat selection
- private car transfers in lieu of regular transportation options
- special offers or packages
- specialised styling for events
- storage for luggage after check-out
- travel insurance
- upgraded accommodation and flights
- wine or boutique beers to match meals ordered
- specific industry sector:
  - professional service standards and protocols for service industry personnel
  - attitudes and attributes expected by the service industries to work with customers
  - different customer service needs and expectations
  - types of customer loyalty programs
  - essential features and use of the customer databases
- particular organisation:
  - designated response times for providing service and resolving complaints
  - customer service policies and procedures
  - complaint handling policies and procedures
  - promotional services offered
- procedures for responding to the following common customer complaints:
  - incorrect pricing or quotes
  - delays or errors in providing products or services
  - misunderstanding of customer requests
  - escalated complaints or disputes
  - other team members or suppliers not providing special requests
  - misunderstandings or communication barriers
  - unmet expectations of, or problems or faults with, a service or product
- methods of compensating dissatisfied customers:
  - negotiating with suppliers on customer behalf to gain reduced rates or extra services
  - providing some or all services:
    - free of charge
    - at reduced rate
  - providing:
    - discount vouchers to attend at a future time
    - inexpensive add-on products
    - small gifts

- special attention during the service period
- special customer service delivery on next attendance
- factors to consider when determining compensation of dissatisfied customers:
  - financial constraints of the organisation
  - profitability of the sale
- awareness of special needs, customs and practices of various social and cultural groups of customers in regards to:
  - modes of greeting, farewelling and conversation
  - body language and body gestures
  - formality of language
  - clothing
- methods of collecting feedback:
  - formal:
    - surveys
    - interviews
    - structured questioning
  - informal:
    - observation
    - casual discussion
- essential features, conventions and usage of different types of communication techniques and equipment.

## Assessment Conditions

Skills must be demonstrated in an operational business environment where customers are served. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- computers and databases that manage customer profiles and promotional activities
- organisational policies, procedures and templates relating to:
  - customer service standards
  - designated response times
  - presentation standards
  - procedures for dealing with customer complaints
  - customer surveys and feedback collection
  - recording and reporting customer feedback
- internal and external customers with different cultural backgrounds and special service needs with whom the individual can interact; these can be:

- customers in an industry workplace during the assessment process; or
- individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# SITXCCS008 Develop and manage quality customer service practices

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to develop, monitor and adjust customer service practices. It requires the ability to consult with colleagues and customers, develop policies and procedures for quality service provision, and manage the delivery of customer service.

The unit applies to senior managers who operate independently, have responsibility for others and are responsible for making a range of operational and strategic decisions.

This includes individuals working in a range of tourism, travel, hospitality and event contexts and to any small, medium or large organisation.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## Pre-requisite Unit

Nil

## Competency Field

Client and Customer Service

## Unit Sector

Cross-Sector

## Elements and Performance Criteria

### ELEMENTS

Elements describe the

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to

- |  |  |
|--|--|
| essential outcomes.                            | demonstrate achievement of the element.  |
| 1. Develop quality customer service practices. | <ul style="list-style-type: none"> <li>1.1. Obtain information on customer needs, expectations and satisfaction levels using both formal and informal research.</li> <li>1.2. Provide opportunities for customers and staff to give feedback on products and services.</li> <li>1.3. Review changes in internal and external environments and integrate findings into planning for quality service.</li> <li>1.4. Provide opportunities for staff to participate in development of customer service practices.</li> <li>1.5. Develop policies and procedures for quality service provision.</li> </ul> |
| 2. Manage delivery of quality service.         | <ul style="list-style-type: none"> <li>2.1. Communicate policies, procedures and expectations to staff.</li> <li>2.2. Make policies readily available to customers and staff.</li> <li>2.3. Monitor customer service in the workplace to ensure standards are met.</li> <li>2.4. Initiate staff training to enhance customer service.</li> <li>2.5. Take responsibility for service outcomes and dispute resolution.</li> <li>2.6. Act as a positive role model for professional standards expected of service industry personnel.</li> </ul>  |
| 3. Monitor and adjust customer service.        | <ul style="list-style-type: none"> <li>3.1. Seek ongoing feedback from staff and customers to improve performance.</li> <li>3.2. Assess effectiveness of customer service practices.</li> <li>3.3. Identify systemic customer service problems and adjust policies and procedures to improve service quality.</li> <li>3.4. Develop, document and communicate new approaches to customer service to staff involved in service delivery.</li> </ul>   |

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| <b>SKILLS</b>      | <b>DESCRIPTION</b>   |
|--------------------|--|
| Reading skills to: | <ul style="list-style-type: none"> <li>• interpret customer service surveys and unfamiliar complex documents on current industry trends and changes that affect service delivery</li> <li>• research customer service requirements.</li> </ul> |
| Writing skills to: | <ul style="list-style-type: none"> <li>• produce comprehensive yet easily accessible policies and procedures that provide service expectations.</li> </ul>   |

- Oral communication skills to:
- discuss customer service needs with staff and customers.
- Numeracy skills to:
- calculate and interpret customer satisfaction statistics and business performance data.
- Learning skills to:
- contribute to change management in workplace customer service.
- Problem-solving skills to:
- allow for a rational and logical evaluation of the characteristics and needs of the organisation in order to design tailored customer service practices.
- Planning and organising skills to:
- plan for, establish and regularly monitor all components of the customer service system.
- Self-management skills to:
- take responsibility for customer service outcomes.
- Technology skills to:
- use software to analyse customer satisfaction data.

## Unit Mapping Information

SITXCCS501 Manage quality customer service

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITXCCS008 Develop and manage quality customer service practices

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- research and develop customer service policies and procedures for at least three different areas of the business that meet industry standards
- implement and monitor practices for quality customer service in line with above policies and procedures over four service periods
- evaluate practices for quality service provision and identify any failings
- review policies and procedures, adjust as necessary, and communicate any new practices to staff.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- principles of quality customer service
- specific industry sector:
  - professional service standards for service industry personnel
  - attitudes and attributes expected by the service industries to work with customers
- roles and responsibilities of management, supervisors and operational personnel in providing quality service
- sources of information on current service trends and changes that affect service delivery
- internal and external environmental changes and their effect on planning for quality customer service:
  - changes in the competitive environment
  - economic climate
  - introduction of new technologies or equipment
  - management changes and organisational restructures
  - recruitment practices
  - trends in customer service preferences
- methods of formal and informal customer research:
  - analysis of competitive environment and industry service trends
  - customer service surveys



- customer focus groups
- qualitative or quantitative research
- seeking feedback from service delivery colleagues
- questioning customers
- methods of implementing quality service provision:
  - developing, implementing and monitoring customer service policies and procedures
  - involving staff in the development of customer service practices
  - evaluating staff and customer feedback
- methods of assessing the effectiveness of customer service practices:
  - examining overall business performance
  - monitoring the ongoing effectiveness of:
    - staff in meeting customer service standards
    - policies and procedures in explaining practices
  - reviewing numbers and nature of:
    - complaints
    - disputes
    - responses of customers
  - reviewing customer satisfaction survey statistics
- methods of obtaining feedback from customers:
  - customer service discussions with employees during the course of each business day
  - discussions with customers
  - formal customer interviews
  - regular staff meetings that involve service discussions
  - seeking staff suggestions for content of customer service policies and procedures
  - surveys of internal customers, external customers and staff
  - improvements suggested by:
    - customers involved in complaints or disputes
    - suppliers
    - staff, supervisors and managers
- industry schemes, accreditation schemes and codes of conduct aimed at improving customer service
- areas where organisational policies and procedures assist in ensuring quality customer service:
  - acknowledging and greeting customers
  - complaint and dispute management
  - authority for different level personnel to resolve complaints, disputes, service issues and customer compensation
  - loyalty programs
  - presentation standards for customer environment and customer service personnel
  - pricing and service guarantees

- product quality
- refunds and cancellation fees
- response times
- staff training for:
  - customer service
  - technical skills
- objectives, components and comprehensive details of consumer protection laws that relate to customer service, and the business' responsibility for:
  - nominating and charging cancellation fees
  - providing information on potential price increases
  - providing refunds
  - supplying products as described or substituting suitable products when unable
  - formats for and content of policies and procedures.

## Assessment Conditions

Skills must be demonstrated in an operational business environment for which tailored customer service practices are required. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- current plain English regulatory documents distributed by government consumer protection regulators
- codes of practice and standards for customer service issued by industry groups
- sources of information on customer needs, complaints and feedback
- customer surveys and feedback collection tools and templates
- team members with whom the individual can interact; these can be:
  - staff in an industry workplace during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet -  
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## SITXCOM001 Source and present information

### Modification History

Not applicable.

### Application

This unit describes the performance outcomes, skills and knowledge required to conduct basic research and present information in response to an identified need.

The unit applies to all industry sectors and to any individual who needs to use very basic research and presentation skills in the workplace. People working under supervision would undertake this role.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### Pre-requisite Unit

Nil

### Competency Field

Communication and Teamwork

### Unit Sector

Cross-Sector

### Elements and Performance Criteria

#### ELEMENTS

Elements describe the essential outcomes.

1. Source information.
2. Prepare and present

#### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Identify current information sources appropriate to the information to be sourced.
- 1.2. Access information sources and review for relevance.
- 1.3. Obtain information within designated timelines.
- 2.1. Review information and select content to suit the specific

information.

need.

2.2. Draft text if required, including appropriate information.

2.3. Express information clearly, concisely and accurately.

2.4. Present information according to organisational guidelines and in a format appropriate to circumstances and audience.

2.5. Deliver information to appropriate person within designated timelines.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

### SKILLS

### DESCRIPTION

Reading skills to:

- source and interpret information on familiar topics.

Writing skills to:

- record simple information using an established format.

Oral communication skills to:

- present simple information clearly and logically.

Learning skills to:

- identify and approach a more experienced worker for help.

Self-management skills to:

- meet organisational requirements when sourcing and presenting required information.

Technology skills to:

- use the internet as a research tool.

## Unit Mapping Information

SITXCOM101 Source and present information

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITXCOM001 Source and present information

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- find and review current information on at least three of the following topics:
  - availability of products or services
  - customer service research, such as feedback from customers about a particular product or service
  - information from other departments in the organisation, such as available products or services
  - product supplier information
  - new workplace systems or equipment
  - product and service styles that would meet different customer and market requirements
- prepare a presentation on the above information in a logical, well organised and professional manner within designated timeframes.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- types of information resources available and how to access them
- methods of presenting information:
  - verbal
  - written
  - diagrammatic
  - group discussion
  - multimedia
- importance of presenting information in a logical sequence and at an appropriate depth
- alternative presentation formats for special needs groups.

## Assessment Conditions

Skills must be demonstrated in:

- an industry workplace

- a simulated industry environment.

Assessment must ensure access to:

- current information and communications technology
- sources of information:
  - customer feedback
  - general and trade media
  - industry associations
  - industry marketing or research bodies
  - lectures and presentations
  - other colleagues and personnel
  - product suppliers
  - trade shows and exhibitions.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## SITXCOM002 Show social and cultural sensitivity

### Modification History

Not applicable.

### Application

This unit describes the performance outcomes, skills and knowledge required to be socially aware when serving customers and working with colleagues. It requires the ability to communicate with people from a range of social and cultural groups with respect and sensitivity, and to address cross-cultural misunderstandings should they arise.

The unit applies to all tourism, travel, hospitality and event sectors. All personnel at all levels use this skill in the workplace during the course of their daily activities.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### Pre-requisite Unit

Nil

### Competency Field

Communication and Teamwork

### Unit Sector

Cross-Sector

### Elements and Performance Criteria

#### ELEMENTS

Elements describe the essential outcomes

1. Communicate with customers and colleagues from diverse backgrounds.

#### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Respect customers and colleagues from different social and cultural groups and treat them with respect and sensitivity.
- 1.2. Consider social and cultural differences in all

- verbal and non-verbal communication.
- 1.3. Respond to others in a non-discriminatory way.
  - 1.4. Make attempts to overcome language barriers.
  - 1.5. Seek help with communication when necessary.
2. Address cross-cultural misunderstandings.
    - 2.1. Identify social and cultural issues that may cause conflict or misunderstanding in the workplace.
    - 2.2. Address difficulties and seek assistance from others when necessary.
    - 2.3. Consider social and cultural differences when difficulties or misunderstandings occur.
    - 2.4. Make efforts to resolve misunderstandings, taking account of social and cultural considerations.
    - 2.5. Escalate problems and unresolved issues to appropriate supervisor or manager for follow-up.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| SKILLS                        | DESCRIPTION   |
|-------------------------------|---|
| Reading skills to:            | <ul style="list-style-type: none"> <li>• understand workplace anti-discrimination policies and plain English documents produced by government information agencies.</li> </ul>                                    |
| Oral communication skills to: | <ul style="list-style-type: none"> <li>• discuss cross-cultural misunderstandings and difficulties with supervisors, managers and other team members and identify possible strategies to resolve them.</li> </ul> |

## Unit Mapping Information

SITXCOM201 Show social and cultural sensitivity

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>



# Assessment Requirements for SITXCOM002 Show social and cultural sensitivity

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- communicate in a non-discriminatory way with colleagues and customers from at least three different social and cultural groups:
  - demonstrating attempts to overcome language barriers
  - communicating in line with appropriate social and cultural conventions
  - demonstrating respect and sensitivity
- identify when assistance is required in the above communication, and seek help using the appropriate channels.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- key principles of fairness and equity in relation to interaction with colleagues and customers
- key cultural and religious protocols of main social and cultural groups in Australian society, including Australian Indigenous people
- key cultural and religious protocols of main inbound tourist markets to Australia
- different types of disability and their implications for the workplace
- anti-discrimination policies for the industry and specific organisation
- basic aspects of state, territory and commonwealth laws covering anti-discrimination, including requirements to:
  - treat customers and colleagues fairly and equitably
  - not discriminate, show partiality or grant any special favours on the basis of social and cultural attributes
  - not threaten, humiliate or intimidate people because of their social or cultural attributes
- sources of assistance in communicating with colleagues and customers from diverse social and cultural groups:
  - government agencies
  - diplomatic services
  - disability advocacy groups

- educational institutions
- interpreter services
- local cultural organisations
- approaches to overcoming language barriers in the workplace:
  - communicating through the use of:
    - gestures
    - signs
    - simple words in English or the other person's language
  - giving simple directions
  - giving simple instructions.

## Assessment Conditions

Skills must be demonstrated in an operational tourism, travel, hospitality or events environment where communication with socially diverse customers and colleagues takes place. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- current organisational anti-discrimination policies
- plain English documents issued by government regulators that provide information on anti-discrimination laws
- customers and other colleagues from a diverse range of social and cultural groups with whom the individual can interact; these can be:
  - customers and colleagues in an industry workplace who are assisted by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

## Links

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## SITXCOM003 Provide a briefing or scripted commentary

### Modification History

Not applicable.

### Application

This unit describes the performance outcomes, skills and knowledge required to deliver information to a group using basic group communication and presentation techniques. Often the information would have been prepared or scripted by others.

The unit applies to individuals in all industry sectors who present information or commentary to a group of people, but who do not require the complete suite of presentation, commentary or public speaking skills. This could include those working in museums, attractions, on aircraft and in any business or community situation where oral communication to a group is required. They could be working under supervision or with guidance from others.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### Pre-requisite Unit

Nil

### Competency Field

Communication and Teamwork

### Unit Sector

Cross-Sector

### Elements and Performance Criteria

#### ELEMENTS

Elements describe the essential outcomes.

1. Present information to group.

#### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Welcome participants to briefing, information session or tour according to organisational procedures.

- 1.2. Provide participants with information based on scripts and other briefing information.
- 1.3. Outline environmental and health and safety requirements, and any potential changes to the environment.
- 1.4. Answer questions in a courteous and friendly manner.
2. Enhance presentation of information.
  - 2.1. Use communication and presentation techniques to enhance participant experience and make adjustments as needed.
  - 2.2. Show cultural and social sensitivity during the presentation.
  - 2.3. Use technical presentation resources as required.
3. Liaise with others.
  - 3.1. Maintain communication with team members and operators to ensure safe and efficient operations.
  - 3.2. Give correct and accurate signals where appropriate.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| <b>SKILLS</b>                 | <b>DESCRIPTION</b>  |
|-------------------------------|---|
| Reading skills to:            | <ul style="list-style-type: none"> <li>• interpret information scripts or other briefing information.</li> </ul>  |
| Oral communication skills to: | <ul style="list-style-type: none"> <li>• present cohesive and audible group presentations</li> <li>• interact positively with participants and other team members.</li> </ul> |
| Numeracy skills to:           | <ul style="list-style-type: none"> <li>• address safety considerations and not exceed safe number of participants in a given location.</li> </ul>                             |
| Problem-solving skills to:    | <ul style="list-style-type: none"> <li>• identify and respond to the need to adjust presentation.</li> </ul>  |
| Technology skills to:         | <ul style="list-style-type: none"> <li>• use technology required for briefing or commentary.</li> </ul>   |

## Unit Mapping Information

SITXCOM202 Provide a briefing or scripted commentary

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## Assessment Requirements for SITXCOM003 Provide a briefing or scripted commentary

### Modification History

Not applicable.

### Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- communicate information relating to one or more of the following situations to at least three different groups of people:
  - crowd information session
  - entertainment session
  - product, service or instructional demonstration
  - ride information
  - safety briefing
  - site familiarisation
- use group presentation techniques to enhance each of the above briefings or commentary.

### Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- group presentation techniques:
  - voice projection
  - body language
  - tonal variety
- how to tailor language to meet different group needs
- sustainability considerations relevant to the presentation and venue:
  - conserving resources
  - observing cultural protocols
  - handling waste
  - minimising negative impact
- health and safety requirements for specific events and locations
- emergency procedures for specific events and locations.

## Assessment Conditions

Skills must be demonstrated in an operational tourism, travel, hospitality or events environment where a presentation would take place. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- presentation equipment that supports the briefing or scripted commentary:
  - digital presentations
  - loud speaker
  - microphone
  - monitors
- a group of people to whom the presentation is delivered; these can be:
  - customers in an industry workplace who are assisted by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet -  
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## **SITXCOM004 Address protocol requirements**

### **Modification History**

Not applicable.

### **Application**

This unit describes the performance outcomes, skills and knowledge required to source and access information on protocol requirements to fulfil any sales or operational need. It requires the ability to identify appropriate information sources, access and interpret specific details of protocol requirements, and coordinate the use of protocol.

The unit applies to many tourism, travel, hospitality and event sectors and is particularly relevant to events, function coordination, tour operations and tour guiding.

Protocol affects a broad range of business and government activity and the breadth and depth of protocol knowledge required will vary. This unit does not require in-depth knowledge of protocol requirements, but rather focuses on the ability to collect and interpret protocol information.

This unit applies to a range of people working independently or with limited guidance, including tour and event coordinators and managers, tour guides, and front of house or duty managers.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### **Pre-requisite Unit**

Nil

### **Competency Field**

Communication and Teamwork

### **Unit Sector**

Cross-Sector

## Elements and Performance Criteria

### ELEMENTS

### PERFORMANCE CRITERIA

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Source information on appropriate protocol requirements.

1.1. Assess the need for protocol to be followed for the particular situation.

1.2. Identify relevant sources of protocol information.

1.3. Liaise with customers to determine appropriate protocol.

1.4. Interpret relevant protocol information to inform work practice.

2. Coordinate the use of protocol.

2.1. Identify specific work activities requiring a particular protocol to be observed.

2.2. Provide protocol briefings to staff and suppliers.

2.3. Coordinate the use of correct protocol for the delivery of product or service.

3. Update knowledge of protocol.

3.1. Identify and use opportunities to update protocol knowledge.

3.2. Share updated knowledge with customers and colleagues as required.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

### SKILLS

### DESCRIPTION

Reading skills to:

- interpret unfamiliar and complex protocol information.

Writing skills to:

- compose correspondence reflecting correct protocols, when preparing correspondence to dignitaries and officials, invitations, and team briefing papers.

Oral communication skills to:

- liaise with customers, clients, their agents and personal assistants to confirm protocol requirements
- address dignitaries and officials using appropriate language.

Self-management skills to:

- take responsibility for meeting protocol requirements.



## **Unit Mapping Information**

SITXCOM301 Address protocol requirements

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITXCOM004 Address protocol requirements

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- source accurate information on protocol requirements for at least two of the following:
  - organising an event or function, such as a meeting, reception or tour
  - organising accommodation
  - issuing marketing materials reflecting correct titles of dignitaries
  - meeting the requirements of dignitaries and officials
  - meeting the requirements of entertainers and masters of ceremony
- integrate protocol requirements into oral and written material for each of the above
- update and integrate knowledge of protocol when organising each of the above.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- main types of civic functions held in Australia
- importance and role of protocol in different business situations
- key sources of information on protocol for:
  - Australian honours system:
    - order of precedence
    - ranks and forms of address
    - wearing of honours and medals
  - involvement of Indigenous Australians and other cultural groups in business activities
  - correct use of national and state symbols:
    - flags
    - anthems
    - military salutes
  - forms of address for different dignitaries and officials, both for written correspondence and in oral communication
- sources of protocol information:
  - Aboriginal Land Councils

- Australia Day Council
- customers, clients, their agents and personal assistants
- federal, state or territory, and local government protocol departments
- internet
- libraries
- Office of the United Nations
- specific work activities impacted by protocol requirements:
  - addressing and introducing dignitaries and officials
  - correspondence to dignitaries and officials
  - issuing invitations
  - liaison with dignitaries and officials
  - preparing:
    - briefing papers
    - marketing materials
  - running sheets
- protocols for the following different situations:
  - invitations to dignitaries and officials
  - arrival procedures, for heads of state or government officials
  - introduction protocols and order of speakers
  - order of precedence for official guests
  - seating arrangements
  - dress styles
- opportunities to update protocol knowledge:
  - informal networking with colleagues
  - internet research
  - reading relevant journals.

## Assessment Conditions

Skills must be demonstrated in an operational tourism, travel, hospitality or events environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- current protocol information relevant to organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## SITXCOM005 Manage conflict

### Modification History

Not applicable.

### Application

This unit describes the performance outcomes, skills and knowledge required to resolve complex or escalated complaints and disputes with internal and external customers and colleagues. It requires the ability to use effective conflict resolution techniques and communication skills to manage conflict and develop solutions. It does not cover formal negotiation, counselling or mediation.

The unit applies to all tourism, travel, hospitality and event sectors.

The unit applies mainly to senior operational personnel, supervisors and managers who operate with some level of independence and use discretion and judgement to resolve conflicts.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### Pre-requisite Unit

Nil

### Competency Field

Communication and Teamwork

### Unit Sector

Cross-Sector

### Elements and Performance Criteria

#### ELEMENTS

Elements describe the essential outcomes.

#### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Identify conflict situations.
  - 1.1. Identify potential for conflict and take swift and tactful action to prevent escalation.
  - 1.2. Identify situations where personal safety of customers or colleagues may be threatened and organise appropriate assistance.
  - 1.3. Identify and use resources to assist in managing conflict.
2. Resolve conflict.
  - 2.1. Establish and agree on the nature and details of conflict with all parties and assess impact.
  - 2.2. *Manage conflict* within scope of own role and responsibilities, and according to organisational procedures.
  - 2.3. Take responsibility for seeking a solution to conflict within scope of own role and responsibilities, seeking assistance where required.
  - 2.4. Identify and evaluate impact of conflict on business reputation and legal liability.
  - 2.5. Evaluate options to resolve the conflict, taking into account organisational policies and constraints.
  - 2.6. Implement the best solution and complete required reports.
3. Evaluate conflict resolution.
  - 3.1. Communicate with parties involved to seek and provide feedback on conflict and its resolution.
  - 3.2. Evaluate and reflect on the conflict and effectiveness of the solution.
  - 3.3. Determine possible causes of workplace conflict and provide input for workplace enhancement and improvements.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| SKILLS                               | DESCRIPTION   |
|--------------------------------------|---|
| Reading skills to:                   | <ul style="list-style-type: none"> <li>• research sources of internal and external assistance to resolve the conflict.</li> </ul>   |
| Writing skills to:                   | <ul style="list-style-type: none"> <li>• prepare reports, noting comprehensive details of the conflict, the parties involved, discussions with all parties and the resolution.</li> </ul> |
| Initiative and enterprise skills to: | <ul style="list-style-type: none"> <li>• consider and suggest changes to workplace practices to avoid future conflict.</li> </ul>   |
| Teamwork skills to:                  | <ul style="list-style-type: none"> <li>• discuss and resolve conflicts between team members.</li> </ul>   |

## Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

**Managing conflict** must include:

- acknowledging the views of all involved parties and providing them with opportunities to express them
- responding to all involved parties in a sensitive, courteous, respectful and discreet manner
- using effective conflict-resolution techniques and communication skills
- minimising the impact of conflict on other colleagues and customers.

## Unit Mapping Information

SITXCOM401 Manage conflict

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITXCOM005 Manage conflict

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- resolve escalated complaints or disputes with customers in relation to at least three of the following matters:
  - delays or poor timing of product or service supply
  - incorrect pricing of product or service
  - delays or errors in providing product or service
  - misunderstanding of customer request or communication barrier
  - problem or fault with product or service
  - refused entry or ejection from premises
- resolve team member disputes in relation to at least two of the following complex matters:
  - dispute or argument among work colleagues
  - job duties or rosters
  - lack of competence
  - worker mistake
  - dismissal
  - cultural misunderstanding
- take appropriate action in response to at least two of the following threat or conflict situations:
  - customer refusing to leave or be pacified
  - drug or alcohol-affected person
  - person who appears to be violent or are threatening
  - people involved in physical violence
  - person with gun or arms
  - situation where someone has been or may be hurt
- use a range of conflict-resolution techniques and communication skills when seeking to resolve above situations.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:



- commonly occurring conflict situations in the tourism, travel, hospitality and event industries and their typical causes
- conflict theory:
  - signs
  - stages
  - levels
  - factors involved
  - results
- conflict-resolution techniques:
  - assertiveness
  - negotiation
  - use of appropriate communication
- resources to assist in managing conflict:
  - counsellors
  - internal security staff
  - mediators
  - other staff members
  - police
  - senior staff
- communication techniques:
  - active listening
  - empathising with the person's situation while upholding organisational policy
  - non-verbal communication and recognition of non-verbal signs
  - language style
  - questioning techniques
  - those appropriate to different social and cultural groups
- organisational policies and procedures for complaint, conflict and dispute resolution.

## Assessment Conditions

Skills must be demonstrated in an operational tourism, travel, hospitality or events environment where conflicts occur. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- current commercial policies and procedures for complaint, conflict and dispute resolution
- internal and external customers and colleagues with whom the individual can interact to resolve conflicts; these can be:

- customers in an industry workplace who are assisted by the individual during the assessment process; or
- individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# SITXCRI001 Respond to a customer in crisis

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to identify the ramifications of a crisis on a customer and to respond with assistance and support. It requires the ability to identify and interpret information relevant to the crisis, provide customer crisis care, and organise operational services to assist the customer in crisis.

The crisis would be significant and could involve the death, injury, illness or psychological trauma of a customer. It does not cover more operational circumstances, such as the loss of travel documents, passports and money.

This unit applies to individuals who operate independently or with limited guidance from others. This includes senior tour coordinators, senior travel consultants, hotel duty managers, guides, and tour managers who are able to use significant discretion and judgement to respond to customer crises.

The unit applies to all tourism, travel, hospitality and event sectors. It has particular application to accommodation providers, tour operators, travel agencies and inbound tour operators.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## Pre-requisite Unit

Nil

## Competency Field

Crisis Management

## Unit Sector

Cross-Sector

## Elements and Performance Criteria

### ELEMENTS

### PERFORMANCE CRITERIA

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Identify and acknowledge the crisis.

- 1.1. Determine scope and severity of customer crisis.
- 1.2. Consider impacts on customer ability to continue in service participation.
- 1.3. Consider impacts on other customers.
- 1.4. Access and interpret information relevant to crisis.
- 1.5. Acknowledge the incident as a customer crisis and communicate details to key people.

2. Provide customer crisis care.

- 2.1. Identify symptoms of customer trauma.
- 2.2. Monitor and assess severity of customer trauma.
- 2.3. Communicate with affected customer in line with organisational customer care, and communication and confidentiality standards.
- 2.4. Provide recommendations to customer in a manner consistent with customer care standards.

3. Organise services to assist customer.

- 3.1. Develop an action plan to manage the crisis.
- 3.2. Promptly identify and access sources of assistance.
- 3.3. Assist the customer to access service providers.
- 3.4. Minimise disruption to other customers and maintain their services.
- 3.5. Organise operational services to assist customer in crisis.
- 3.6. Involve key people in managing customer crisis and integrate their perspectives.
- 3.7. Provide explicit details of progress with and final confirmations of operational services to customer and other key people.

4. Evaluate and debrief customer crisis management.

- 4.1. Evaluate crisis management process to determine effectiveness of response.
- 4.2. Debrief and complete all reports.
- 4.3. Provide recommendations for improvements to future crisis management practices.
- 4.4. Seek assistance to cope with own or colleagues' personal trauma experienced during crisis.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| <b>SKILLS</b>                        | <b>DESCRIPTION</b>   |
|--------------------------------------|--|
| Reading skills to:                   | <ul style="list-style-type: none"> <li>comprehend information and reports on customer crisis and service arrangements.</li> </ul>    |
| Writing skills to:                   | <ul style="list-style-type: none"> <li>document succinct action plans and accurate and complex crisis management reports.</li> </ul> |
| Oral communication skills to:        | <ul style="list-style-type: none"> <li>discuss details of customer crisis with key internal and external people.</li> </ul>          |
| Numeracy skills to:                  | <ul style="list-style-type: none"> <li>calculate immediate costs of service provision to the customer.</li> </ul>                    |
| Learning skills to:                  | <ul style="list-style-type: none"> <li>research sources of assistance for the customer.</li> </ul>                                   |
| Problem-solving skills to:           | <ul style="list-style-type: none"> <li>evaluate the severity of the impact of the crisis on the customer.</li> </ul>                 |
| Initiative and enterprise skills to: | <ul style="list-style-type: none"> <li>provide sympathetic and sensitive support to the customer.</li> </ul>                         |
| Self-management skills to:           | <ul style="list-style-type: none"> <li>take responsibility for managing a customer in crisis.</li> </ul>                             |

## Unit Mapping Information

SITXCRI401 Respond to a customer in crisis

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITXCRI001 Respond to a customer in crisis

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- respond with customer crisis care to at least three different customer crises
- identify ramifications of each of the above customer crises through:
  - discussions with affected customer and their friends, family and/or travelling companions
  - where available and appropriate, related reports from:
    - medical and emergency services
    - police
    - staff, contractors and suppliers
- organise the following operational services where required to assist the above affected customers in line with availability of assistance, advice and support and organisational customer care, communication and confidentiality standards:
  - accommodation
  - cancellation of forward travel and tourism services
  - flights and ticketing to repatriate the customers
  - repatriation of bodies via:
    - airlines
    - consulates
    - funeral directors
    - high commissions
    - travel insurance companies.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- common customer crisis situations relevant to the tourism, travel, hospitality and event sectors:
  - accident, assault or mugging
  - family crisis and need for repatriation
  - major injury or illness

- natural death, accidental death or suicide
- incident resulting in psychological trauma
- key symptoms of trauma
- sources of medical and counselling assistance
- communication techniques for supporting and reassuring customers
- key people with whom to communicate in a customer crisis situation:
  - colleagues:
    - managers
    - operational staff
    - peers
    - supervisors
  - family members
  - personnel in the controlling office:
    - event management organisation
    - inbound tour operator
    - outbound tour wholesaler
    - professional conference organiser
    - travel agency
    - tour operator
  - personnel from suppliers on an extended tour
  - travel insurance provider personnel
  - travelling companions
- professional standards in crisis care communications
- operational services used to manage customer service and repatriation arrangements
- role of key external people and organisations in managing a customer crisis
- recommendations relating to customer crisis situations:
  - cancel the remainder of touring arrangements and return home
  - contact travel insurance provider
  - rebook a replacement holiday
  - report incident to the police
  - seek medical assistance
  - seek professional counselling
- formats for and inclusions of incident reports
- specific organisation:
  - roles and responsibilities of key staff members
  - procedures for reporting and managing customer incidents.

## Assessment Conditions

Skills must be demonstrated in an operational tourism, travel, hospitality or events environment where a customer is in crisis. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- customer service arrangements or itineraries
- customer crisis information
- current industry procedures for reporting and managing customer incidents
- customers in crisis with whom the individual can interact; these can be:
  - customers in an industry workplace who are assisted by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>



## **SITXCRI002 Manage a business continuity crisis**

### **Modification History**

Not applicable.

### **Application**

This unit describes the performance outcomes, skills and knowledge required to identify the ramifications of a crisis on business continuity and to respond with strategies that ensure the financial viability of the organisation. It requires the ability to identify and interpret information relevant to the crisis and the business operation, and to assess and adapt business operations to manage the crisis.

Managing business continuity is a complex process which involves the use of a range of interrelated skills, such as financial analysis, budgeting, developing operational plans and adapting the provision of products to meet the needs of a market in crisis. These skills are covered in other units.

This unit applies to all tourism, travel, hospitality and event sectors and to any size organisation. The crisis could be of a magnitude that affects the operation of an entire organisation, department or particular project.

It applies to senior managers and owner-operators who operate with significant autonomy and are responsible for making a range of strategic management decisions.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### **Pre-requisite Unit**

Nil

### **Competency Field**

Crisis Management

### **Unit Sector**

Cross-Sector

## Elements and Performance Criteria

### ELEMENTS

### PERFORMANCE CRITERIA

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1. Identify and acknowledge the crisis.</li> <li>2. Assess impacts on the viability of the business.</li> <li>3. Adapt business operations to manage the crisis.</li> <li>4. Monitor and evaluate business operations.</li> </ol> | <ol style="list-style-type: none"> <li>1.1. Consider impacts on business operation through early identification of triggers for a downturn in business.</li> <li>1.2. Access and interpret information relevant to crisis.</li> <li>1.3. Identify and acknowledge internal and external crises.</li> <li>2.1. Involve key people in assessment of crisis.</li> <li>2.2. Review organisational documents to determine current financial and operational status of business.</li> <li>2.3. Produce new financial forecasts based on known information about crisis.</li> <li>2.4. Produce a range of forecast options based on reasonable and worst case predictions of impacts.</li> <li>2.5. Monitor severity of crisis and adjust forecasts according to swiftly changing circumstances.</li> <li>2.6. Determine severity of business impacts and develop recommendations to ensure financial viability of organisation.</li> <li>3.1. Develop and implement emergency operational plan to manage the crisis.</li> <li>3.2. Involve key people in managing business crisis and integrate their perspectives.</li> <li>3.3. Implement accepted recommendations for changing business operations.</li> <li>3.4. Communicate new practices to key people including external suppliers.</li> <li>3.5. Re-align staffing arrangements to control wage costs.</li> <li>3.6. Gain staff confidence in current managerial activity and commitment to the business in crisis.</li> <li>3.7. Re-align products and services to meet current market needs.</li> <li>3.8. Re-negotiate with suppliers to achieve optimum profitability during crisis.</li> <li>3.9. Implement promotional and public relations activities to ensure consumer confidence.</li> <li>4.1. Monitor business activity and profitability throughout all stages of crisis.</li> <li>4.2. Seek internal and external feedback on effectiveness of emergency business operations.</li> </ol> |
|--|--|

- 4.3. Identify and respond to inadequacies in emergency operational plan to account for changing circumstances.
- 4.4. Continually adapt business operations to ensure business continuity.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| SKILLS                             | DESCRIPTION  |
|------------------------------------|--|
| Reading skills to:                 | <ul style="list-style-type: none"> <li>• interpret complex and unfamiliar reports about external crises and complex internal business management plans and reports</li> <li>• research the internal and external factors that impact on business performance.</li> </ul> |
| Writing skills to:                 | <ul style="list-style-type: none"> <li>• prepare clear, accurate and complex emergency operational plans.</li> </ul>   |
| Oral communication skills to:      | <ul style="list-style-type: none"> <li>• consult with others on complex operational, financial and management issues</li> <li>• communicate difficult operational changes.</li> </ul>  |
| Numeracy skills to:                | <ul style="list-style-type: none"> <li>• interpret and analyse financial information from forecasts and previous performance data</li> <li>• develop financial estimates and scenarios.</li> </ul>   |
| Problem-solving skills to:         | <ul style="list-style-type: none"> <li>• evaluate the severity of crisis impacts on business operations and re-align practices to ensure the financial viability of the organisation</li> <li>• react to swiftly changing circumstances.</li> </ul>                      |
| Planning and organising skills to: | <ul style="list-style-type: none"> <li>• manage a cohesive and changeable response to crises and produce reports within tight timelines.</li> </ul>  |
| Self-management skills to:         | <ul style="list-style-type: none"> <li>• take responsibility for managing a business in crisis and for the outcomes of emergency management practices.</li> </ul>  |
| Technology skills to:              | <ul style="list-style-type: none"> <li>• use accounting software packages.</li> </ul>  |

## Unit Mapping Information

SITXCRI601 Manage a business continuity crisis

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITXCRI002 Manage a business continuity crisis

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- identify and assess ramifications of at least two internal and two external crises on business continuity
- demonstrate the following for each of the above internal or external crises on business continuity:
  - develop a clear, accurate and complex emergency operational plan
  - assess and adapt business operations to manage business continuity
  - implement the emergency operational plan and monitor, evaluate and adapt the plan based on outcomes.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- trigger factors for downturns in tourism, travel, hospitality and event business:
  - changes in the length and regularity of holidays taken by the source market
  - changes in the popularity of:
    - destinations
    - style of tourism, travel and hospitality products
    - budget or premium product
  - closure of major transport suppliers:
    - airlines
    - coach companies
    - cruise operators
  - closure of the operation of multiple suppliers in a destination
  - downturn in local economic growth
  - global financial downturn
  - impending economic recession or crisis
  - in destinations used by the business, warnings of impending:
    - natural disasters

- political and civil uprisings
- terrorism acts
- wars
- ramifications of an internal crisis on business continuity:
  - breakdown or complete failure of key equipment
  - accident, death, major injury or illness, or repatriation of a customer, tour guide or tour manager
  - destruction of infrastructure
  - failure of marketing program
  - financial loss through non-compliance with the law or litigation
  - death, family crisis, fraud, long term illness or professional incompetence of a key employee
  - media coverage of business accident, incident or impending failure
  - major work health and safety accident or near miss incident
- ramifications of an external crisis on business continuity:
  - breakdown or complete failure of supplier equipment
  - plane crash
  - for destinations used by the business:
    - chemical spill
    - civil uprising
    - destruction of tourism infrastructure
    - health epidemics or pandemics
    - natural disaster
    - outbreak of war or political coup
    - radiation leak
    - terrorism
  - financial recession or crisis for the source market
  - industrial dispute
- specific industry sector:
  - key characteristics of internal and external crises
  - impacts of crises on the provision of products and services and business viability
  - historical impacts of crises on tourism, hospitality and event operations
  - major triggers for a downturn in customer sales
  - consultative mechanisms commonly used by organisations
  - promotion and public relations activities commonly used by organisations during a crisis
  - role of key external people and organisations in managing a business crisis
  - techniques to adapt business operations to manage a business in crisis
- specific organisation:
  - roles and responsibilities of key staff members and external consultants

- contents and role of organisational documents in managing the business
- key people involved in the assessment of a business continuity crisis:
  - business accountants
  - customers and their families
  - colleagues
  - consultants:
    - crisis management
    - marketing
    - public relations
  - financial controllers
  - insurance brokers and providers
  - legal representatives
  - suppliers
  - travel insurance providers
- organisational documents to determine current financial and operational status of a business:
  - brochures
  - budgets
  - business plans
  - current contracts relating to current financial and operational business matters
  - customer surveys
  - financial reports and forecasting
  - product costings and published tariffs and price lists
  - reports
  - tenders, proposals or bids
  - terms and conditions for credit provision
  - provision of products and services to customers
- possible recommendations to ensure financial viability of businesses in continuity crisis:
  - cancelling impending departures to affected destinations
  - cancelling unprofitable products or services
  - closing particular departments
  - moving premises to a less costly location
  - price rises or reductions
  - re-aligning product style and pricing to meet current market needs
  - reducing staff hours, or staff redundancies
  - sale of equipment
  - scaling promotional activities up or down
  - temporary cancellation of products in affected destinations
  - temporary closure of affected locations
- formats for and inclusions in emergency operational plans

- features and functions of financial software programs for preparing and monitoring financial reports.

## Assessment Conditions

Skills must be demonstrated in a tourism, travel, hospitality or event industry business operation or event facing a business continuity crisis. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- computers, software programs, printers and communication technology used to administer crisis management
- current commercial plans and financial reports
- crisis information:
  - emergency services reports
  - health advisory notices and vaccination information issued by local and international bodies
  - industry associations and organisations
  - industry journals
  - informal discussions and networking with internal and external colleagues
  - media reports on external crises
  - press releases and emergency advice notices issued by:
    - local, state, territory or federal governments
    - destination marketing companies
    - regional, state and national tourism offices
    - franchisors
  - staff, contractor, supplier reports on:
    - accidents
    - breakdown or complete failure of key equipment
    - death
    - injury
    - major work health and safety incidents
  - travel warning advice issued by the federal government for Australian travellers
- a team so that consultative actions can be implemented; this can be:
  - team in an industry workplace who are assisted by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.



Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## SITXEBS001 Use social media in a business

### Modification History

Not applicable.

### Application

This unit describes the performance outcomes, skills and knowledge required to establish a social media presence in a business. It requires an understanding of the use of social media tools and platforms to enhance customer engagement and market a business.

The unit is relevant to businesses operating in many industry contexts, including the tourism, travel, hospitality, events and other service industry sectors.

It applies to individuals using social media for business at an operational level under limited supervision.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### Pre-requisite Unit

Nil

### Competency Field

E-Business

### Unit Sector

Cross-Sector

### Elements and Performance Criteria

#### ELEMENTS

Elements describe the essential outcomes.

1. Prepare to use social

#### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1.1. Review organisational social media requirements and related

- |  |  |
|--|--|
| <p>media.</p>  | <p>policies and procedures.</p> <p>1.2. Identify and confirm availability of resources required to comply with organisational objectives.</p> <p>1.3. Confirm understanding of terms of use and policies for social media tools and platforms.</p>   |
| <p>2. Prepare content for use on social media.</p>         | <p>2.1. Source information and content from internal and external sources.</p> <p>2.2. Develop content in line with target audience, brand culture and social media plan.</p> <p>2.3. Source and use campaigns, promotions and community events that align with social media plan.</p>   |
| <p>3. Use social media to enhance customer engagement.</p> | <p>3.1. Adhere to legal and ethical practices for use of social media according to social media plan.</p> <p>3.2. Track social media activity using monitoring tools.</p> <p>3.3. Respond to customers in a timely manner and direct them to relevant information as required.</p> <p>3.4. Respond to negativity and complaints promptly and within scope of own role, using crisis management processes, policies and standard approved responses.</p> <p>3.5. Identify potential incidents or points of conflict and escalate to relevant personnel as required.</p> <p>3.6. Identify opportunities to improve individual customer experience.</p> |
| <p>4. Market and promote a business.</p>                   | <p>4.1. Curate and post content according to social media plan and content calendar.</p> <p>4.2. Create opportunities to attract and promote user-generated content.</p> <p>4.3. Monitor organisational metrics according to social media plan and report to relevant personnel.</p> <p>4.4. Recommend improvements to marketing and promotion through social media engagement to relevant personnel.</p>  |

## Foundation Skills

Foundation skills essential to performance, but not explicit in the performance criteria are listed here, along with a brief context statement.

### SKILLS

### DESCRIPTION

- |                           |  |
|---------------------------|--|
| <p>Reading skills to:</p> | <ul style="list-style-type: none"> <li>• interpret basic technical terminology in relation to social media platforms and tools.</li> </ul> |
|---------------------------|--|

- Writing skills to:
- use correct spelling and grammar in social media posts and interactions
  - communicate effectively to diverse audiences with honesty and transparency.
- Numeracy skills to:
- interpret social media usage and activity reports.
- Initiative and enterprise skills to:
- act on opportunities for enhanced customer experience presented by social media interactions.
- Self-management skills to:
- manage time spent online for maximum efficiency.
- Technology skills to:
- upload images, text files, PDF files, audio files, video files and link associated files
  - import and export software functions
  - conduct online research for appropriate content.

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITXEBS001 Use social media in a business

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- identify at least six content items suitable for use on a social media platform, demonstrating use of both internal content development and external content sourcing
- use social media tools on at least five occasions to engage with different customers by:
  - asking questions to determine customer needs
  - responding to questions and complaints within timelines and according to organisational policy and procedures
  - referring customers to relevant information as needed
  - responding to customer reviews and other user-generated content
  - communicating effectively in writing to a variety of audiences
- respond to customers from each of the following different social media customer responder categories, through at least two different social media platforms:
  - troll
  - rager
  - misguided customer
  - unhappy customer
- market and promote a business using social media tools over a period of one month by:
  - managing a business account on at least one social media platform
  - following monthly content calendar to pre-plan a variety of content
  - curating content appropriate to business needs
  - monitoring and reporting on organisational measurement metrics according to social media plan.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- key elements of an organisational social media plan
- organisational policy and procedures for social media use
- types of social media platform, tools and their operation
- rules and regulations and terms of use of specific social media platforms:

- privacy legislation and confidentiality requirements
- spamming
- copyright and intellectual property considerations
- creative commons
- legal and ethical practices for use of social media:
  - responsible use of platforms and tools
  - responsible marketing practices
  - fair competition guidelines
  - duty of care
  - bullying and harassment policies
- categories of social media responders specified in the performance evidence and how to effectively engage with them
- types of crisis issues or conflicts that can arise on social media locally, nationally and internationally
- crisis management processes and chain of command
- current tools that facilitate social listening/monitoring
- current tools for social media scheduling
- value of building a community of advocates on a social media platform
- importance of consumer reviews and user-generated content
- what makes good content for a social media community
- sources of information for social media content:
  - compliments
  - complaints
  - images and photos
  - links to other websites
  - current trends
  - internet
- how to and where to source photo content from the internet
- importance of tone in online communication:
  - conversation
  - broadcasting
- customer behaviour in relation to social media use
- characteristics of a well written blog.

## Assessment Conditions

Skills must be demonstrated in a business where use of social media is required. This can be:

- an industry workplace
- a simulated industry workplace set up for the purpose of skills assessment.

Assessment must ensure use of:

- content calendar that lists:
  - key events
  - milestones and relevant dates
  - content for release
- files for use in social media:
  - images
  - text files
  - PDFs
  - audio files
  - video files
  - link associated files
- organisational social media plan
- computer or mobile device with internet access
- social media monitoring tools
- social media platforms and tools
- social media platform and tool policies and terms of use
- customers or stakeholders on social media with whom the individual can interact; these can be:
  - customers or stakeholders in an industry workplace; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## **SITXEBS002 Develop, implement and monitor the use of social media in a business**

### **Modification History**

Not applicable.

### **Application**

This unit describes the performance outcomes, skills and knowledge required to manage the development and implementation of social media in a business and monitor its effectiveness. It requires an understanding of social media tools and platforms in order to develop a social media plan, and supporting organisational policies for social media use. This unit does not address the skills and knowledge required to set up social media accounts or its day-to-day business use.

The unit is relevant to businesses operating in many industry contexts, including the tourism, travel, hospitality, events and other service industry sectors.

It applies to owners or managers of businesses who are responsible for the planning, development and monitoring of social media use in a business context.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### **Pre-requisite Unit**

Nil

### **Competency Field**

E-Business

### **Unit Sector**

Cross-Sector

### **Elements and Performance Criteria**

#### **ELEMENTS**

#### **PERFORMANCE CRITERIA**



|  |   |
|--|---|
| <p>Elements describe the essential outcomes.</p> | <p>Performance criteria describe the performance needed to demonstrate achievement of the element.</p>  |
| <p>1. Determine social media requirements.</p>   | <p>1.1. Identify and profile target audience.<br/>           1.2. Research social media platforms and tools, strategies for use and relevance to organisation.<br/>           1.3. Select appropriate social media platforms and tools to meet organisational objectives.</p>   |
| <p>2. Develop policies and procedures.</p>       | <p>2.1. Develop organisational policies and procedures for social media use.<br/>           2.2. Establish guidelines for audience engagement and appropriate content.<br/>           2.3. Develop a social media crisis management plan, including approved responses, to deal with social media issues and incidents.</p>   |
| <p>3. Develop a social media plan.</p>           | <p>3.1. Identify strategies in relation to consumer and stakeholder engagement, marketing and customer service activities that are to be undertaken using social media.<br/>           3.2. Prepare a calendar documenting planned social media activity.<br/>           3.3. Establish metrics to measure success of social media activity.<br/>           3.4. Document social media plan outlining activity to be undertaken, timelines and targets.</p> |
| <p>4. Implement social media plan.</p>           | <p>4.1. Identify and organise appropriate resources to implement social media plan.<br/>           4.2. Implement social media plan according to organisational policies and procedures.<br/>           4.3. Manage escalated complaints, conflicts and crisis situations according to social media plan.<br/>           4.4. Post approved responses to issues and incidents promptly.</p>   |
| <p>5. Evaluate social media effectiveness.</p>   | <p>5.1. Measure success of social media activities against social media plan targets.<br/>           5.2. Identify gaps and determine strategies to address performance issues.<br/>           5.3. Modify social media plan to support on-going business growth as required.</p>   |

## Foundation Skills

Foundation skills essential to performance, but not explicit in the performance criteria are listed here, along with a brief context statement.

## SKILLS

## DESCRIPTION

|                                      |   |
|--------------------------------------|---|
| Reading skills to:                   | <ul style="list-style-type: none"><li>• interpret basic technical terminology in relation to social media platforms and tools</li><li>• interpret and analyse social media activity reports.</li></ul>    |
| Oral communication skills to:        | <ul style="list-style-type: none"><li>• provide feedback to staff to address performance issues as required</li><li>• seek appropriate expert advice and communicate the needs of the business.</li></ul> |
| Numeracy skills to:                  | <ul style="list-style-type: none"><li>• interpret social media usage and activity reports.</li></ul>  |
| Initiative and enterprise skills to: | <ul style="list-style-type: none"><li>• identify opportunities to improve business operations and growth through social media use.</li></ul>  |

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITXEBS002 Develop, implement and monitor the use of social media in a business

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- research at least three different social media tools or platforms for organisational use and select a tool or platform that best meets the business needs
- develop and implement organisational policies and procedures for the use of the above selected social media tools or platforms in a business that addresses:
  - guidelines for audience engagement
  - guidelines for appropriate use of social media
  - appropriate content
  - crisis management
- develop a social media plan, to be executed over a two month period that:
  - addresses profiled target audiences
  - addresses consumer and stakeholder needs
  - outlines metrics and performance indicators for success
  - promotes the business
- monitor and evaluate effectiveness of social media according to metrics and performance indicators devised above and identify strategies to address any gaps.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- types of social media platforms and tools, and their operation
- how various social media platforms and tools are used by customers and the general public
- rules, regulations and terms of use of specific social media platforms and tools:
  - privacy legislation and confidentiality requirements
  - spamming
  - copyright and intellectual property considerations
  - creative commons
- legal and ethical practices for use of social media:
  - responsible use of platforms and tools

- responsible marketing practices
- fair competition guidelines
- duty of care
- bullying and harassment policy
- categories of online customer responders and how to deal with them:
  - troll
  - rager
  - misguided customer
  - unhappy customer
- types of social media conflicts and complaints and appropriate responses
- crisis management processes and chain of command
- current tools that facilitate social media listening
- reports for monitoring social media activity
- value of building a community of advocates on a social media platform
- importance of consumer reviews and user-generated content
- policy and procedure development
- organisational marketing and promotional plans.

## Assessment Conditions

Skills must be demonstrated in a business where management of social media is required. This can be:

- an industry workplace
- a simulated industry workplace set up for the purpose of skills assessment.

Assessment must ensure use of:

- organisational social media plan
- computers or mobile devices with internet access
- social media platforms and tools
- policies and terms of use of social media platforms and tools
- social media monitoring tools
- social media usage and activity reports
- customers or stakeholders on social media with whom the individual can interact; these can be:
  - customers or stakeholders in an industry workplace; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# SITXEBS003 Build and launch a small business website

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to build a basic website to meet business needs, including selecting a hosting service and appropriate web development software, planning the website structure, and constructing the site. It requires the technical skills and knowledge typically needed by a business that chooses to develop its own site rather than access the services of IT professionals.

The unit applies to all industry sectors, and is particularly relevant to small businesses that develop their own websites. People undertaking this role work independently or with limited guidance. Depending on the business context, this could include owner-operators.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## Pre-requisite Unit

Nil

## Competency Field

E-Business

## Unit Sector

Cross-Sector

## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential outcomes.

1. Plan website structure.

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Develop website style and structure to suit business purpose and intended target audience.

- 1.2. Identify and include appropriate features and capabilities in website structure.
  - 1.3. Determine layout and navigation requirements for appearance, readability, links and ease of operation.
  - 1.4. Ensure maximum site accessibility.
  - 1.5. Clearly document structure to facilitate efficient development.
  - 1.6. Develop and integrate appropriate interactive forms into website structure to capture customer data.
  - 1.7. Select authoring tools and software based on website requirements.
  - 1.8. Identify and integrate website security requirements.
2. Develop website content.
  - 2.1. Select and use business information to create website content.
  - 2.2. Define information for inclusion in interactive forms based on their purpose.
  - 2.3. Adapt information for inclusion to ensure site is clear, scannable and readable.
  - 2.4. Use language, style and tone suited to business image and intended target audience.
  - 2.5. Integrate content features according to website structure.
  - 2.6. Check content for accuracy, currency and relevance.
3. Create website pages.
  - 3.1. Create plan for website pages and active links to meet layout and navigation requirements.
  - 3.2. Select page titles and key words that reflect business purpose and website content, and assist access via search engines.
  - 3.3. Improve page presentation by adding features.
  - 3.4. Develop linked web pages according to website plan, ensuring links are clearly named and unambiguous.
  - 3.5. Use appropriate techniques to create interactive forms.
  - 3.6. Create pages consistent with site design specifications.
4. Select and use a web hosting service.
  - 4.1. Identify sources of information on web hosting options.
  - 4.2. Evaluate and select web hosting services according to business and technical requirements.
  - 4.3. Upload files to selected web hosting service according to technical requirements and business agreements.
5. Test and critically evaluate website.
  - 5.1. Test website functions, processes and navigation to confirm operational status, appearance, accuracy and ease of operation.
  - 5.2. Evaluate effectiveness of interactive forms to ensure that required sales data is collected for business.
  - 5.3. Evaluate website according to business website strategy to ensure it projects a business image suited to the e-business model.
  - 5.4. Identify problems, develop a range of strategies to solve them,

and apply appropriate and sustainable solutions.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| <b>SKILLS</b>                      | <b>DESCRIPTION</b>  |
|------------------------------------|---|
| Reading skills to:                 | <ul style="list-style-type: none"><li>• interpret sometimes complex information on unfamiliar topics.</li></ul>   |
| Writing skills to:                 | <ul style="list-style-type: none"><li>• develop written and visual website content.</li></ul>   |
| Numeracy skills to:                | <ul style="list-style-type: none"><li>• work with numerical features of authoring tools.</li></ul>  |
| Problem-solving skills to:         | <ul style="list-style-type: none"><li>• evaluate potentially complex business and technical information</li><li>• identify and respond to technical website challenges at a non-specialist level.</li></ul> |
| Planning and organising skills to: | <ul style="list-style-type: none"><li>• coordinate multiple elements involved in developing a business website.</li></ul>   |
| Technology skills to:              | <ul style="list-style-type: none"><li>• use the features of commercially available authoring tools.</li></ul>   |

## Unit Mapping Information

SITXICT401 Build and launch a small business website

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>



# Assessment Requirements for SITXEBS003 Build and launch a small business website

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- build a website by applying appropriate business and technical skills that meet a business need and integrating the following:
  - content features:
    - business history and profile
    - catalogues and brochures
    - client testimonials
    - frequently asked questions (FAQs)
    - products and services
    - published materials
    - staff profiles
    - thumbnails
  - visual enhancement features:
    - colour
    - frames
    - graphics
    - photographic images
    - text enhancement
  - at least one of the following security requirements:
    - limited downloading of images or image encoding
    - limited viewing of rates
    - password protection
    - payment mechanisms.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- current e-business environment for a particular business context
- different services and operation systems used by internet service providers

- general principles of website architecture and design
- role of a website in the marketing mix
- website features and capabilities:
  - active links
  - authentication facility or link
  - colour, sound, video, images and graphics
  - customer service requirements
  - cut down versions of web pages in wireless markup language (WML) for access by wireless application protocol (WAP) telephones
  - downloadable files
  - electronic payment facilities
  - facility of user feedback on content and operation of website
  - legal requirements
  - marketing features
  - navigation buttons
  - privacy and confidentiality requirements
  - search facility
  - security requirements
  - shopping cart facilities
  - text and tags in hypertext markup language (HTML)
  - thumbnails
- factors which impact ease of operation of website:
  - navigation
  - site download time
  - time to download files
- key features and functions of a marketing-oriented website
- features of browsers, search engines and web crawlers, and how they impact on website design, decisions and meta-tags
- relationships between content and site design
- possible inclusions in page presentation:
  - animated sequences
  - bulleted or numbered lists
  - colour
  - downloadable files
  - fonts and font sizes
  - images, photographs and graphics
  - interactive forms for bookings or enquiries
  - movie sequence
  - plugins
  - sound

- tables
- techniques for using colour and enhancing text in a website
- techniques for manipulating digital images and graphics, and their insertion into a website
- functions and features of micro-content elements:
  - headings
  - highlighted words
  - hyperlink text
- underlying impact of HTML and cascading style sheets on site design
- features and uses of frames, forms and tables in a website
- components of linked web pages:
  - fully qualified uniform resource locator (URL) link to a page on another website
  - relative links, between a page and the home page
- privacy issues, codes of practice and legislative requirements in relation to website development:
  - Organisation for Economic Cooperation and Development (OECD) Guidelines for Consumer Protection in the Context of Electronic Commerce
  - World Wide Web Consortium (W3C) guidelines
  - copyright laws
  - defamation laws
  - privacy legislation and confidentiality requirements
  - intellectual property considerations
  - legal and regulatory policies affecting e-business.

## Assessment Conditions

Skills must be demonstrated in an operational small business environment where a website is to be built and launched. This can be:

- an industry workplace
- a simulated activity.

Assessment must ensure access to:

- a real or simulated operation, product or service for which the individual can build and launch a website
- computer or mobile device with internet access
- current information and communications technology:
  - software
  - authoring tools
- files for use on website:
  - images
  - text files

- audio files
- video files
- link associated files
- information on web hosting services and providers
- customers or stakeholders in the online environment with whom the individual can interact; these can be:
  - customers or stakeholders in an industry workplace; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## SITXFIN001 Process financial transactions

### Modification History

Not applicable.

### Application

This unit describes the performance outcomes, skills and knowledge required to accept and process cash and other payments for products and services, and reconcile takings at the end of the service period or day.

The unit applies to all tourism, travel, hospitality and event sectors.

This unit mainly applies to frontline sales and operations personnel who operate with some level of independence and under limited supervision. It does, however, describe a fundamental operational function and those people who work with very little independence under close supervision would also use this skill.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### Pre-requisite Unit

Nil

### Competency Field

Finance

### Unit Sector

Cross-Sector

### Elements and Performance Criteria

#### ELEMENTS

Elements describe the essential outcomes.

#### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Process customer payments.
  - 1.1. Receive, check and record cash float.
  - 1.2. Check customer payments against sale value.
  - 1.3. Provide correct change for cash payments.
  - 1.4. Process and record transactions according to organisational procedures.
  - 1.5. Prepare and issue accurate receipts including all relevant tax details.
  - 1.6. Complete transactions using appropriate software applications in line with organisational speed and customer service requirements.
2. Reconcile takings.
  - 2.1. Balance customer payments at designated time according to organisational policy.
  - 2.2. Separate cash floats from takings prior to balancing.
  - 2.3. Determine point-of-sale records of customer payments.
  - 2.4. Accurately count and calculate customer payments.
  - 2.5. Balance cash and other payments with point-of-sale records.
  - 2.6. Investigate or report discrepancies in the reconciliation.
  - 2.7. Record takings according to organisational procedures.
  - 2.8. Transport and secure cash floats, cash and other payments according to organisational security procedures.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| SKILLS                | DESCRIPTION  |
|-----------------------|--|
| Reading skills to:    | <ul style="list-style-type: none"> <li>• interpret organisational procedures for processing financial transactions, cash float documentation, credit card and receipt details and reconciliation information.</li> </ul> |
| Writing skills to:    | <ul style="list-style-type: none"> <li>• complete documentation and receipts</li> <li>• record reconciliations and basic reports about discrepancies.</li> </ul>   |
| Numeracy skills to:   | <ul style="list-style-type: none"> <li>• count cash floats</li> <li>• tender correct change.</li> </ul>  |
| Technology skills to: | <ul style="list-style-type: none"> <li>• use point-of-sale equipment and software applications.</li> </ul>   |

## Unit Mapping Information

SITXFIN201 Process financial transactions

### Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITXFIN001 Process financial transactions

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- process at least six different financial transactions using at least three different types of financial transactions listed in the knowledge evidence to address different types of customer payments
- process each of the above financial transactions:
  - in line with security and other relevant procedures
  - in a logical sequence
  - within customer time constraints
  - so that all customers are served effectively
- complete reconciliations of three different work or service periods within designated timelines.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- types of financial transactions that commonly take place in tourism, travel, hospitality and event organisations:
  - advance payments
  - application of goods and services tax (GST)
  - payments:
    - cash
    - cheque
    - credit card
    - electronic funds transfer at point of sale (EFTPOS)
  - deposits
  - foreign currency
  - petty cash disbursements
  - refunds
  - traveller's cheques
  - vouchers



- procedures for processing and recording different types of transactions:
  - completing reconciliation records
  - complying with financial institution documents and procedures
  - designated times for completing reconciliations
  - handling customer claims of short change
  - how and where large sums of cash should be counted
  - maintaining low levels of cash in tills
  - managing petty cash
  - process for providing receipts and invoices to customers
  - process for taking cash from customers
  - securing credit card imprints
  - securing takings in the event of a hold-up
- features and functions of point-of-sale software
- role and importance of the reconciliation process to organisational financial management system
- security procedures for transporting and securing cash floats, cash and other payments:
  - obtaining receipts or sign-off for takings handed over to financial personnel
  - separating and securing cash floats
  - transporting takings to back office areas and internal cashiers
  - transporting takings to the bank and obtaining receipts or sign-off
- different products and services that attract GST.

## Assessment Conditions

Skills must be demonstrated in an operational tourism, travel, hospitality or events environment where financial transactions are processed. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- point-of-sale equipment and software currently used to process and reconcile financial transactions
- current commercial procedures and documentation for the processing of financial transactions
- cash and other forms of payments
- customers from whom the individual can take payments and with whom they can interact; these can be:
  - customers in an industry workplace who are assisted by the individual during the assessment process; or

- individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## SITXFIN002 Interpret financial information

### Modification History

Not applicable.

### Application

This unit describes the performance outcomes, skills and knowledge required to interpret financial information and reports used by organisations to monitor business performance and provide information on operational or departmental financial activities.

The unit applies to all tourism, travel, hospitality and event sectors.

It applies to those people who operate independently or with limited guidance from others. This includes supervisors and departmental managers. This unit does not include the skills required to produce reports for the overall operation of the department or whole organisation. These would be created by senior managers, financial specialists or accountants.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### Pre-requisite Unit

Nil

### Competency Field

Finance

### Unit Sector

Cross-Sector

### Elements and Performance Criteria

#### ELEMENTS

Elements describe the essential outcomes.

1. Access and interpret

#### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1.1. Identify and interpret the range of financial information and

|   |   |
|---|---|
| financial information.                    | reports required to monitor business performance.   |
|   | 1.2. Interpret financial information and reports applicable to operational or departmental activities.                                      |
| 2. Use and provide financial information. | 2.1. Review financial information for impacts on operational activities and resolve discrepancies according to own level of responsibility. |
|   | 2.2. Routinely provide information on operational or departmental financial activities within required timelines.                           |

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

### SKILLS

### DESCRIPTION

|                       |   |
|-----------------------|---|
| Writing skills to:    | <ul style="list-style-type: none"> <li>prepare explanatory notes to accompany financial information.</li> </ul> |
| Technology skills to: | <ul style="list-style-type: none"> <li>use accounting software packages.</li> </ul>                             |

## Unit Mapping Information

SITXFIN401 Interpret financial information

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITXFIN002 Interpret financial information

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- correctly complete each of the following financial information documents or reports used to monitor overall business performance:
  - account summaries and balances
  - balance sheets
  - bank deposit documentation
  - bank statements
  - banking summaries
  - business activity statements
  - credit card transaction statements
  - invoices
  - journal entries
  - merchant statements
  - merchant summaries
  - profit and loss statements
  - trial balance
- provide financial information using correct financial terminology on six different operational or departmental financial activities listed in the knowledge evidence.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- specific industry sector and organisation:
  - financial terminology specific to financial report
  - reporting periods and different financial years observed by different businesses
  - key features and functions of accounting software programs used to manage financial operations
  - use of financial information and reports in monitoring overall business performance
- operational or departmental financial activities relevant to the sector:

- average customer spend
- daily, weekly and monthly transactions
- departmental expenditure on:
  - labour
  - stock purchased
  - wastage
- departmental income:
  - covers and gross income
  - commission earnings
  - occupancy and gross income
  - sales
- outstanding accounts:
  - payable
  - receivable
- quotations realised to sales
- sales performance
- stock levels
- variance from budget
- types of financial reports and their purpose:
  - budgets
  - cash flow
  - covers
  - expenditure
  - labour and wages
  - occupancy rates
  - purchases
  - receivables
  - sales
  - stock
  - transactions
  - transactions exempted
  - units sold
  - variance
  - wastage
- key elements of financial record-keeping and key terminology:
  - ledgers, subsidiary ledgers and journals
  - transactions, receipts and disbursements
  - invoices, accounts payable, debtors and creditors
  - cash flow
- key elements of accounting and how it provides information for business management:

- charts of accounts and account categories
- basic rules for double-entry accounting and the concept of debits and credits
- accrual versus cash accounting
- profit and loss statements and balance sheets as key financial statements used to measure business performance:
  - purpose
  - how these reports are generated
  - format
  - features
  - key information
- reconciliations:
  - purpose
  - different types of reconciliation, and the impact of unpresented cheques
  - bank charges
  - direct debits and credits
- concept of costing, and fixed and variable costs
- accounting for and reporting goods and services tax (GST).

## Assessment Conditions

Skills must be demonstrated in an operational tourism, travel, hospitality or events environment for which financial information can be interpreted. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- computers, printers and accounting software packages
- financial data and reports.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## SITXFIN003 Manage finances within a budget

### Modification History

Not applicable.

### Application

This unit describes the performance outcomes, skills and knowledge required to take responsibility for budget management where others may have developed the budget. It requires the ability to interpret budgetary requirements, allocate resources, monitor actual income and expenditure, and report on budgetary deviations.

The skills and knowledge for budget development are covered in SITXFIN004 Prepare and monitor budgets.

This unit applies to all tourism, travel, hospitality and event sectors. The budget may be for an entire organisation, for a department or for a particular project or activity.

It applies to those who operate independently or with limited guidance from others. This includes supervisors and departmental managers.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### Pre-requisite Unit

Nil

### Competency Field

Finance

### Unit Sector

Cross-Sector

### Elements and Performance Criteria

#### ELEMENTS

#### PERFORMANCE CRITERIA



Elements describe the essential outcomes.

1. Allocate budget resources.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1.1. Allocate funds according to budget and agreed priorities.

1.2. Discuss changes to income and expenditure priorities with appropriate colleagues prior to implementation.

1.3. Consult with and inform relevant personnel about resource decisions.

1.4. Promote awareness of the importance of budget control.

1.5. Maintain detailed records of resource allocation according to organisational control systems.

2. Monitor financial activities against budget.

2.1. Use financial records to regularly check actual income and expenditure against budgets.

2.2. Include financial commitments in all documentation to ensure accurate monitoring.

2.3. Identify and report deviations according to significance of deviation.

2.4. Investigate appropriate options for more effective management of deviations.

2.5. Advise appropriate colleagues of budget status in relation to targets.

3. Identify and evaluate options for improved budget performance.

3.1. Assess existing costs and resources and proactively identify areas for improvement.

3.2. Discuss desired budget outcomes with relevant colleagues.

3.3. Undertake appropriate research to investigate new approaches to budget management.

3.4. Define and communicate the benefits and disadvantages of new approaches.

3.5. Take account of impacts on customer service levels and colleagues in developing new approaches.

3.6. Present clear and logical recommendations for budget management.

4. Complete financial and statistical reports.

4.1. Complete financial and statistical reports within designated timelines.

4.2. Prepare and present clear and concise information to enable informed decision making.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| SKILLS                        | DESCRIPTION   |
|-------------------------------|---|
| Reading skills to:            | <ul style="list-style-type: none"> <li>interpret business and financial documents.</li> </ul>   |
| Writing skills to:            | <ul style="list-style-type: none"> <li>document clear recommendations based on budget information and reports.</li> </ul>   |
| Oral communication skills to: | <ul style="list-style-type: none"> <li>discuss budget requirements and seek and provide feedback.</li> </ul>  |
| Numeracy skills to:           | <ul style="list-style-type: none"> <li>interpret and use budget figures in day-to-day work operations</li> <li>calculate budget estimates and scenarios for performance improvement.</li> </ul> |
| Problem-solving skills to:    | <ul style="list-style-type: none"> <li>identify budget deviations and deficiencies and develop options for improved budgetary performance.</li> </ul>   |
| Teamwork skills to:           | <ul style="list-style-type: none"> <li>discuss desired budget outcomes with team members and provide direction on resource use.</li> </ul>  |
| Technology skills to:         | <ul style="list-style-type: none"> <li>use accounting software packages.</li> </ul>   |

## Unit Mapping Information

SITXFIN402 Manage finances within a budget

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITXFIN003 Manage finances within a budget

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- manage a budget for a business over a three-month period that meets the specific business' needs
- undertake at least two of the following to inform management of the above budget:
  - discussions with existing suppliers
  - evaluation of staffing and rostering requirements
  - evaluation of impact of potential roster changes
  - review of operating procedures
  - sourcing new suppliers
- monitor income and expenditure and evaluate budgetary performance over the above budgetary life cycle
- complete financial reports related to the above budget within designated timelines and using correct budget terminology.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- types of financial records:
  - bank deposit documentation
  - bank statements
  - banking summaries
  - business activity statements
  - cheque books
  - credit card transaction statements
  - invoices
  - journal entries
  - labour and wages reports
  - merchant statements
  - merchant summaries
  - transaction reports

- types of budgets:
  - cash budgets
  - cash flow budgets
  - departmental budgets
  - event budgets
  - project budgets
  - purchasing budgets
  - sales budgets
  - wage budgets
  - whole of organisation budgets
- factors for consideration in the preparation of financial and statistical reports:
  - cash flow
  - commercial account activity
  - commission earnings
  - covers and financial return
  - daily, weekly and monthly transactions
  - expenditure
  - income
  - occupancy rates and financial return
  - performance of department, project and/or products and services
  - sales performance
  - sales returns
  - staff costs
  - stock levels
  - variance in income and/or expenditure
  - wastage
  - yield
- use, contents of and formats for:
  - budgets
  - financial reports
  - statistical reports
- budget terminology
- specific industry sector and organisation:
  - use of budgets to control costs and enhance profitability
  - importance of budget control
  - techniques for maximising budget performance
  - financial reporting procedures and cycles
  - features and functions of accounting software programs used to manage budgets.

## Assessment Conditions

Skills must be demonstrated in an operational tourism, travel, hospitality or events business operation for which budgets are managed. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- computers, printers and accounting software packages
- budgets for specific projects, events or operational activities
- others with whom the individual can discuss budget components; these can be:
  - those in an industry workplace who are assisted by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## SITXFIN004 Prepare and monitor budgets

### Modification History

Not applicable.

### Application

This unit describes the performance outcomes, skills and knowledge required to analyse financial and other business information to prepare and monitor budgets. It requires the ability to draft and negotiate budgets, identify deviations, and manage the delivery of successful budgetary performance.

The unit applies to all tourism, travel, hospitality and event sectors. The budget may be for an entire organisation, for a department or for a particular project or activity.

It applies to senior personnel who operate independently or with limited guidance from others and who are responsible for making a range of financial management decisions.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### Pre-requisite Unit

Nil

### Competency Field

Finance

### Unit Sector

Cross-Sector

### Elements and Performance Criteria

#### ELEMENTS

Elements describe the essential outcomes.

#### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- |                                |   |
|--------------------------------|---|
| 1. Prepare budget information. | <ul style="list-style-type: none"> <li>1.1. Determine and confirm scope and nature of required budgets.</li> <li>1.2. Identify, access and interpret data and data sources required for budget preparation.</li> <li>1.3. Analyse internal and external factors for potential impact on budget.</li> <li>1.4. Provide opportunities for colleagues to contribute to budget planning process.</li> </ul>   |
| 2. Prepare budget.             | <ul style="list-style-type: none"> <li>2.1. Draft budget based on analysis of all available information.</li> <li>2.2. Estimate income and expenditure and support with valid, reliable and relevant information.</li> <li>2.3. Reflect organisational objectives within draft budget.</li> <li>2.4. Assess and present options and recommendations in a clear format.</li> <li>2.5. Circulate draft budget to colleagues and managers for input.</li> </ul>  |
| 3. Finalise budget.            | <ul style="list-style-type: none"> <li>3.1. Negotiate budget according to organisational policy and procedures.</li> <li>3.2. Agree on and incorporate modifications.</li> <li>3.3. Complete final budget in a clear format within designated timelines.</li> <li>3.4. Inform colleagues of final budget decisions and application within relevant work area, including reporting and financial management responsibilities.</li> </ul>   |
| 4. Monitor and review budget.  | <ul style="list-style-type: none"> <li>4.1. Regularly review budget to assess actual performance against estimated performance and prepare accurate financial reports.</li> <li>4.2. Incorporate all financial commitments into budget and budget reports.</li> <li>4.3. Investigate and take appropriate action on significant deviations.</li> <li>4.4. Analyse changes in internal and external environment and make necessary adjustments.</li> <li>4.5. Collect and record relevant information to assist in future budget preparation.</li> </ul> |

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

### SKILLS

### DESCRIPTION

Oral communication skills to:

- liaise and negotiate with colleagues on potential complex and conflicting budget requirements.

- Numeracy skills to:
- draft budgets that meet organisational objectives
  - interpret and analyse financial information from forecasts and previous performance data
  - develop financial estimates and scenarios using complex calculations.
- Problem-solving skills to:
- analyse internal and external factors for potential impact on budget
  - identify budgetary challenges and develop different options for their resolution
  - identify budget deviations and deficiencies and develop options for meeting budgetary requirements.
- Teamwork skills to:
- invite and coordinate the input of others in the organisation, and provide direction on budget management.
- Planning and organising skills to:
- access and sort all information required for budget preparation
  - coordinate a timely, efficient and consultative budget development process.
- Technology skills to:
- use accounting software packages.

## Unit Mapping Information

SITXFIN501 Prepare and monitor budgets

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>



# Assessment Requirements for SITXFIN004 Prepare and monitor budgets

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- prepare a budget for a business that meets the specific business' needs
- demonstrate the following when preparing the above budget:
  - consultation on components
  - analysis of factors that impact on the budget
  - completion of draft and final versions of budget within designated timelines
- monitor and review the above budget against performance over its life cycle.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- types of budgets:
  - cash budgets
  - cash flow budgets
  - departmental budgets
  - event budgets
  - project budgets
  - purchasing budgets
  - sales budgets
  - wage budgets
  - whole of organisation budgets
- budget terminology
- specific industry sector and organisation:
  - role and nature of budgets
  - budget formats, budget performance and financial reports
  - financial reporting procedures and cycles
  - features and functions of accounting software programs used to prepare and monitor budgets
- internal and external factors that impact on budget development:

- growth or decline in economic conditions
- human resource requirements
- new legislation or regulation
- organisational and management restructures
- organisational objectives
- scope of the project
- shift in market trends
- significant price movement for certain commodities or items
- supplier availability and cost
- budget preparation and monitoring practices and techniques:
  - sources and contents of data required for budget preparation:
    - competitor research
    - customer or supplier research
    - declared commitments in areas of operation
    - financial information from suppliers
    - financial proposals from key stakeholders
    - income and expenditure for previous time periods
    - departmental, event or project budgets
    - grant funding guidelines or limitations
    - management policies and procedures
    - organisational budget preparation guidelines
    - performance information from previous periods
  - techniques for making budget estimates
  - common reasons for deviations and budget deviation management.

## Assessment Conditions

Skills must be demonstrated in an operational tourism, travel, hospitality or events business operation or activity for which budgets are prepared. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- computers, printers and accounting software packages
- financial and operational data and reports used to prepare budgets
- others with whom the individual can discuss, and negotiate draft and final budget components; these can be:
  - those in an industry workplace who are assisted by the individual during the assessment process; or

- individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# SITXFIN005 Manage physical assets

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to manage the physical assets of an organisation. It requires the ability to establish systems and practices for asset monitoring, maintenance and acquisition.

It applies to senior managers who operate with significant autonomy and who are responsible for making a range of strategic management decisions.

The unit applies to all tourism, hospitality and event sectors.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## Pre-requisite Unit

Nil

## Competency Field

Finance

## Unit Sector

Cross-Sector

## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential outcomes.

1. Develop practices for systematic maintenance, repair and purchase of

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Develop and maintain an accurate and current physical assets register.

- physical assets.
- 1.2. Develop practices for managing physical assets that reflect overall business objectives.
  - 1.3. Establish and implement maintenance and repair regimes that minimise disruption and loss of revenue.
  - 1.4. Integrate practices to support environmental sustainability into use of physical assets.
  - 1.5. Evaluate current and potential financial ability to acquire physical assets.
2. Monitor the condition and performance of physical assets.
    - 2.1. Establish and implement regular reporting practices to ensure effective performance of physical assets.
    - 2.2. Identify physical asset problems promptly and take appropriate action.
    - 2.3. Assess long-term physical asset performance.
    - 2.4. Evaluate need for, and access, specialist assistance.
  3. Coordinate financing and purchase of physical assets.
    - 3.1. Prepare accurate equipment specifications to guide acquisition process.
    - 3.2. Estimate acquisition costs based on evaluation of current, accurate and relevant data.
    - 3.3. Make decisions on replacing and acquiring physical assets.
    - 3.4. Select methods of financing to meet current financial objectives.
    - 3.5. Finance acquisitions in consultation with financial specialists.
    - 3.6. Keep accurate records of all financial agreements.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| <b>SKILLS</b>                 | <b>DESCRIPTION</b>  |
|-------------------------------|---|
| Reading skills to:            | <ul style="list-style-type: none"> <li>• interpret complex product specifications and financial contracts.</li> </ul>   |
| Oral communication skills to: | <ul style="list-style-type: none"> <li>• discuss asset deficiencies with team members</li> <li>• negotiate purchase and financial arrangements with suppliers.</li> </ul> |
| Numeracy skills to:           | <ul style="list-style-type: none"> <li>• analyse financial data and interpret estimates and financial</li> </ul>  |

- agreements for physical asset acquisition.
- Learning skills to:
- research new physical assets to enhance business performance.
- Problem-solving skills to:
- evaluate current and future asset needs and financial ability to update physical assets.
- Initiative and enterprise skills to:
- identify and analyse the utility of enhanced physical assets to improve business performance.
- Teamwork skills to:
- regularly discuss the condition and utility of physical assets with team members and take account of their feedback when making acquisitions.
- Planning and organising skills to:
- manage maintenance and repair regimes and plan for the acquisition of assets.

## Unit Mapping Information

SITXFIN601 Manage physical assets

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITXFIN005 Manage physical assets

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- develop a plan for the acquisition, maintenance and replacement of at least three different types of physical assets listed in the knowledge evidence
- demonstrate procedures to:
  - monitor the utility of above assets to meet business needs
  - provide regular financial reports on the assets
  - record formal and informal customer and staff feedback
  - integrate day-to-day condition reports
  - schedule internal or external inspections or audits
  - schedule management reports
  - develop and maintain a current register for the above assets.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- business objectives relevant to the management of physical assets:
  - profitability
  - growth
  - providing quality products and services to customers
  - adhering to:
    - codes of conduct
    - environmental sustainability philosophies and practices
  - industry accreditation schemes
- types of physical assets required by tourism, hospitality and event organisations and the organisation in particular:
  - buildings
  - computer systems
  - equipment fixtures, fittings and furniture in one of the following:
    - accommodation establishments

- commercial kitchens
- restaurants and bars
- storage areas
- tourism, hospitality and event offices
- transportation depots
- gardens
- pools
- rides and games
- vehicles
- vessels
- maintenance requirements for different types of physical assets
- considerations for long-term assessment of physical assets:
  - ability to meet business objectives
  - cost of maintenance over a period of time
  - customer and staff feedback
  - input from specialists where required
  - operational efficiency
  - safety
- equipment specifications to guide acquisition process:
  - budget parameters
  - environmental sustainability policies for the business
  - floor plans
  - numbers and types of required equipment fixtures, fittings and furniture
  - operational performance requirements:
    - efficiency
    - customer traffic
    - staff usage
  - types of products and services offered by the business
- formats for and inclusions of asset registers specified in performance evidence
- features and benefits of different financing options for asset acquisition:
  - hire purchase
  - lease
  - purchase
  - rent
- depreciation that can be applied to different types of physical assets
- data used in the estimation of asset acquisition:
  - current maintenance contracts
  - estimates and quotations from suppliers
  - previous contracts and costs
  - published or advertised prices



- practices to support environmental sustainability using different types of physical assets.

## Assessment Conditions

Skills must be demonstrated in an operational tourism, travel, hospitality or event operation for which physical assets are monitored and maintained. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- current commercial purchase specifications, supplier product and cost information, and contractual documentation used for the purchase of assets.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## SITXFIN006 Manage revenue

### Modification History

Not applicable.

### Application

This unit describes the performance outcomes, skills and knowledge required to make, implement, and monitor pricing decisions to maximise yield and business profitability.

The unit applies to senior personnel who work autonomously and are responsible for making strategic business decisions.

It applies to supplier organisations in the tourism, travel and hospitality industries, in particular to the accommodation, tour operations and tour wholesaling sectors.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### Pre-requisite Unit

Nil

### Competency Field

Finance

### Unit Sector

Cross-Sector

### Elements and Performance Criteria

#### ELEMENTS

Elements describe the essential outcomes.

1. Analyse and forecast business

#### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Analyse existing performance data and budget targets.
- 1.2. Interrogate and compare sources of business activity from

- activity.
  - different distribution channels and market segments.
- 1.3. Evaluate external market factors, competitor activity and changing customer demand patterns.
- 1.4. Develop scenarios and forecasts around future business performance and revenues.
- 2. Make pricing decisions.
  - 2.1. Confirm net, fixed and variable delivery costs.
  - 2.2. Review and incorporate distributor commissions and mark-ups.
  - 2.3. Set standard and promotional rates for different times, trading periods and market segments based on analysis of forecasts, pricing options and optimum yield.
  - 2.4. Assess the need for special conditions and apply as required.
  - 2.5. Document pricing structures and associated terms and conditions, with consideration of consumer protection requirements.
- 3. Implement pricing decisions.
  - 3.1. Communicate pricing initiatives to colleagues, internal and external partners, and distribution channels.
  - 3.2. Establish mechanisms and collateral to support pricing decisions in different market segments.
- 4. Monitor pricing initiatives.
  - 4.1. Monitor revenue results achieved through pricing and distribution initiatives on a timely basis.
  - 4.2. Adjust initiatives based on results and broader business and market analysis.
  - 4.3. Record performance data for future analysis.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| <b>SKILLS</b>              | <b>DESCRIPTION</b>  |
|----------------------------|---|
| Reading skills to:         | <ul style="list-style-type: none"> <li>• interpret complex business performance information.</li> </ul>   |
| Numeracy skills to:        | <ul style="list-style-type: none"> <li>• analyse business performance data</li> <li>• calculate different commission and mark up-structures</li> <li>• assess profitability scenarios.</li> </ul>                   |
| Problem-solving skills to: | <ul style="list-style-type: none"> <li>• interrogate complex business information and develop business strategies in response</li> <li>• develop strategic responses to business performance challenges.</li> </ul> |
| Technology skills to:      | <ul style="list-style-type: none"> <li>• work with financial and forecasting models and online distribution channels.</li> </ul>  |

## **Unit Mapping Information**

SITXFIN602 Manage revenue

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITXFIN006 Manage revenue

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- using each of the following at least once, develop, implement and monitor a total of six different pricing initiatives for:
  - products
  - services
  - trading periods
  - market segments
- demonstrate consideration of the following factors when determining each of the above pricing initiatives:
  - revenue management principles
  - industry distribution and marketing considerations.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- key principles and terminology of revenue management:
  - dynamic and static pricing
  - market penetration index
  - matching supply and demand
  - performance metrics
  - perishability
  - responsiveness and timing
  - revenue generation index
  - shaping demand through price
- types of business performance data used in revenue management:
  - financial reports
  - historical trends
  - market analysis
  - no-show reports
  - occupancy and load reports

- sources of business
- supply and demand analysis
- mechanisms and collateral that support initiatives in different market segments:
  - channel management systems
  - global distribution systems
  - online requirements:
    - promotions
    - proprietary websites
    - third party websites
  - types of promotions
- sector-specific factors that impact revenue management initiatives:
  - financial:
    - fixed and variable operating costs
    - profit margin requirements
    - industry commission and mark-up procedures
    - cost of distribution networks
  - external market factors:
    - competitor activity
    - complementary activity
    - travel capacity
  - special conditions:
    - block out dates
    - inclusions
    - payment requirements
    - stay controls
- aspects of consumer protection law that impact on pricing and distribution.

## Assessment Conditions

Skills must be demonstrated in an operational tourism, travel, hospitality or event business operation for which revenue management initiatives can be developed. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- current information and communications technology
- current industry and business data.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# SITXFSA001 Use hygienic practices for food safety

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to use personal hygiene practices to prevent contamination of food that might cause food-borne illnesses. It requires the ability to follow predetermined organisational procedures and to identify and control food hazards.

The unit applies to all organisations with permanent or temporary kitchen premises or smaller food preparation or bar areas.

This includes restaurants, cafes, clubs, hotels, and bars; tour operators; attractions; function, event, exhibition and conference catering; educational institutions; aged care facilities; correctional centres; hospitals; defence forces; cafeterias, kiosks, canteens and fast food outlets; residential catering; in-flight and other transport catering.

It applies to food handlers who directly handle food or food contact surfaces such as cutlery, plates and bowls during the course of their daily work activities. This includes cooks, chefs, caterers, kitchen stewards, kitchen hands, bar, and food and beverage attendants, and sometimes room attendants and front office staff.

Food handlers must comply with the requirements contained within the Australia New Zealand Food Standards Code.

In some States and Territories businesses are required to designate a food safety supervisor who is required to be certified as competent in this unit through a registered training organisation.

Food safety legislative and knowledge requirements may differ across borders. Those developing training to support this unit must consult the relevant state or territory food safety authority to determine any accreditation arrangements for courses, trainers and assessors.

## Pre-requisite Unit

Nil



## Competency Field

Food Safety

## Unit Sector

Cross-Sector

## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential outcomes.

1. Follow hygiene procedures and identify food hazards.
2. Report any personal health issues.
3. Prevent food contamination.
4. Prevent cross-contamination by washing hands.

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Follow organisational hygiene procedures.
- 1.2. Report unsafe practices that breach hygiene procedures promptly.
- 1.3. Identify food hazards that may affect the health and safety of customers, colleagues and self.
- 1.4. Remove or minimise the hygiene hazard and report as appropriate for follow-up.
- 2.1. Report personal health issues likely to cause a hygiene risk.
- 2.2. Report incidents of food contamination resulting from personal health issues.
- 2.3. Cease participation in food handling activities where own health issue may cause food contamination.
- 3.1. Maintain clean clothes, wear required personal protective clothing, and only use organisation-approved bandages and dressings.
- 3.2. Prevent food contamination from clothing and other items worn.
- 3.3. Prevent unnecessary direct contact with ready to eat food.
- 3.4. Ensure hygienic personal contact with food and food contact surfaces.
- 3.5. Use hygienic cleaning practices that prevent food-borne illnesses.
- 4.1. Wash hands at appropriate times and follow hand washing procedures consistently.
- 4.2. Wash hands using appropriate facilities.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

### SKILLS

### DESCRIPTION

Reading skills to:

- interpret organisational documents or diagrams relating to:
  - organisational food safety programs
  - hygiene and food safety procedures
  - hazard analysis and critical control points (HACCP) practices.

Oral communication skills to:

- report hygiene hazards and non-compliant organisational practices accurately.

## Unit Mapping Information

SITXFSA101 Use hygienic practices for food safety

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITXFSA001 Use hygienic practices for food safety

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- demonstrate use of safe food handling practices in food handling work functions in line with organisational hygiene procedures on at least three occasions
- demonstrate procedures to:
  - identify food hazards
  - report unsafe practices
  - report incidents of food contamination.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- basic aspects of commonwealth, state or territory food safety laws, standards and codes as follows:
  - meaning of contaminant, contamination and potentially hazardous foods as defined by the Australia New Zealand Food Standards Code
  - employee and employer responsibility to participate in hygienic practices
  - reasons for food safety programs and what they must contain
  - role of local government regulators
  - ramifications of failure to observe food safety law and organisational policies and procedures
- health issues likely to cause a hygiene risk relevant to food safety:
  - airborne diseases
  - food-borne diseases
  - infectious diseases
- hygiene actions that must be adhered to in order to avoid food-borne illnesses
- hand washing practices:
  - before commencing or recommencing work with food
  - immediately after:
    - handling raw food
    - smoking, coughing, sneezing or blowing the nose

- eating or drinking
- touching the hair, scalp or any wound
- using the toilet
- basic aspects of hazard analysis and critical control points (HACCP) method of controlling food safety
- specific industry sector and organisation:
  - major causes of food contamination and food-borne illnesses
  - sources and effects of microbiological contamination of food
  - workplace hygiene hazards when handling food and food contact surfaces
  - basic content of organisational food safety programs
  - contents of organisational hygiene and food safety procedures
  - hygienic work practices for individual job roles and responsibilities.

## Assessment Conditions

Skills must be demonstrated in an operational food preparation area. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- fixtures:
  - work benches
  - refrigeration unit
  - sink
  - storage facilities
- small equipment:
  - assorted pots and pans
  - containers for hot and cold storage
  - crockery
  - cutlery
  - cutting boards
  - food handler gloves
  - glassware
  - knives
  - packaging materials
  - receptacles for presentation and display purposes
  - small utensils:
    - tongs
    - serving utensils
- appropriate facilities for handwashing:

- designated hand washing sink
- antiseptic liquid soap
- single use towels
- warm running water
- food ingredients and ready to eat food items
- current plain English regulatory documents distributed by the commonwealth, state, territory or local government food safety authority
- Australia New Zealand Food Standards Code
- current commercial food safety programs, policies and procedures used for managing food safety.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# SITXFSA002 Participate in safe food handling practices

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to handle food safely during the storage, preparation, display, service and disposal of food. It requires the ability to follow predetermined procedures as outlined in a food safety program.

The unit applies to all organisations with permanent or temporary kitchen premises or smaller food preparation areas. This includes restaurants, cafes, clubs, and hotels; tour operators; attractions; function, event, exhibition and conference catering; educational institutions; aged care facilities; correctional centres; hospitals; defence forces; cafeterias, kiosks, canteens and fast food outlets; residential catering; in-flight and other transport catering.

Safe food handling practices are based on an organisation's individual food safety program. The program would normally be based on the hazard analysis and critical control points (HACCP) method, but this unit can apply to other food safety systems.

It applies to food handlers who directly handle food during the course of their daily work activities. This includes cooks, chefs, caterers, kitchen hands and food and beverage attendants.

Food handlers must comply with the requirements contained within the Australia New Zealand Food Standards Code.

In some States and Territories businesses are required to designate a food safety supervisor who is required to be certified as competent in this unit through a registered training organisation.

Food safety legislative and knowledge requirements may differ across borders. Those developing training to support this unit must consult the relevant state or territory food safety authority to determine any accreditation arrangements for courses, trainers and assessors.

## Pre-requisite Unit

Nil

## Competency Field

Food Safety

## Unit Sector

Cross-Sector

## Elements and Performance Criteria

### ELEMENTS

### PERFORMANCE CRITERIA

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1. Follow food safety program.</li> <li>2. Store food safely.</li> <li>3. Prepare food safely.</li> <li>4. Provide safe single use items.</li> <li>5. Maintain a clean environment.</li> </ol> | <ol style="list-style-type: none"> <li>1.1. Access and use relevant information from organisational food safety program.</li> <li>1.2. Follow policies and procedures in food safety program.</li> <li>1.3. Control food hazards at critical control points.</li> <li>1.4. Complete food safety monitoring processes and complete documents as required.</li> <li>1.5. Identify and report non-conforming practices.</li> <li>1.6. Take corrective actions within scope of job responsibility for incidents where food hazards are not controlled.</li> <li>2.1. Select food storage conditions for specific food type.</li> <li>2.2. Store food in environmental conditions that protect against contamination and maximise freshness, quality and appearance.</li> <li>2.3. Store food at controlled temperatures and ensure that frozen items remain frozen during storage.</li> <li>3.1. Use cooling and heating processes that support microbiological safety of food.</li> <li>3.2. Monitor food temperature during preparation using required temperature measuring device to achieve microbiological safety.</li> <li>3.3. Ensure safety of food prepared, served and sold to customers.</li> <li>4.1. Store, display and provide single use items so they are protected from damage and contamination.</li> <li>4.2. Follow instructions for items intended for single use.</li> <li>5.1. Clean and sanitise equipment, surfaces and utensils.</li> <li>5.2. Use appropriate containers and prevent accumulation of garbage and recycled matter.</li> <li>5.3. Identify and report cleaning, sanitising and maintenance requirements.</li> <li>5.4. Dispose of or report chipped, broken or cracked eating, drinking</li> </ol> |
|---|--|

- or food handling utensils.
- 5.5. Take measures within scope of responsibility to ensure food handling areas are free from animals and pests and report incidents of animal or pest infestation.
6. Dispose of food safely.
- 6.1. Mark and separate from other foodstuffs any food identified for disposal until disposal is complete.
- 6.2. Dispose of food promptly to avoid cross-contamination.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| SKILLS                             | DESCRIPTION  |
|------------------------------------|--|
| Reading skills to:                 | <ul style="list-style-type: none"> <li>read and interpret food safety programs, policies, procedures and flow charts that identify critical control points.</li> </ul> |
| Writing skills to:                 | <ul style="list-style-type: none"> <li>complete documentation for monitoring food safety.</li> </ul>   |
| Numeracy skills to:                | <ul style="list-style-type: none"> <li>calibrate and use a temperature probe and calculate timings.</li> </ul>   |
| Planning and organising skills to: | <ul style="list-style-type: none"> <li>coordinate different food handling tasks to take account of food safety issues.</li> </ul>                                      |

## Unit Mapping Information

SITXFSA201 Participate in safe food handling practices

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>



# Assessment Requirements for SITXFSA002 Participate in safe food handling practices

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- demonstrate use of safe food handling practices in food handling work functions on at least three occasions
- demonstrate the correct methods of controlling food hazards at each of the following critical control points:
  - receiving
  - storing
  - preparing
  - processing
  - displaying and/or serving
  - packaging
  - transporting
  - disposing.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- key features of commonwealth, state or territory and local food safety compliance requirements as they impact workers at an operational level:
  - contents of national codes and standards that underpin regulatory requirements
  - reasons for food safety programs and what they must contain
  - local government food safety regulations and inspection regimes
  - consequences of failure to observe food safety policies and procedures
  - meaning of contaminant, contamination and potentially hazardous foods as defined by the Australia New Zealand Food Standards Code
- hazard analysis and critical control points (HACCP) or other food safety system principles, procedures and processes as they apply to particular operations and different food types:

- critical control points for the specific food production system and the predetermined methods of control, especially time and temperature controls used in the receiving, storing, preparing, processing, displaying, serving, packaging, transporting and disposing of food
- main types of safety hazards and contamination
- conditions for development of microbiological contamination
- environmental conditions and, temperature controls, for storage
- temperature danger zone and the two-hour and four-hour rule
- contents of organisational food safety program, especially procedures, associated requirements, and monitoring documents
- food safety monitoring techniques:
  - bacterial swabs and counts
  - checking and recording that food is stored in appropriate timeframes
  - chemical tests
  - monitoring and recording food temperatures using a temperature measuring device accurate to plus or minus one degree Celsius
  - monitoring and recording temperature of cold and hot storage equipment
  - visually examining food for quality review
- methods to ensure the safety of food served and sold to customers:
  - packaging control:
    - using packaging materials suited to foods
    - monitoring of packaging damage
  - protective barriers
  - temperature control
  - supervision of food displays
  - utensil control
  - providing separate serving utensils for each dish
- safe food handling practices for the following different food types:
  - dairy
  - dried goods
  - eggs
  - frozen goods
  - fruit and vegetables
  - meat and fish
- equipment operating procedures, especially how to calibrate, use and clean a temperature probe and how to identify faults
- choice and application of cleaning, sanitising and pest control equipment and materials
- cleaning, sanitising and maintenance requirements relevant to food preparation and storage:
  - cleaning:
    - dirt

- food waste
- grease
- pest waste removal
- sanitising:
  - eating and drinking utensils
  - food contact surfaces
- maintenance:
  - recalibrating measurement and temperature controls
  - minor faults
- high risk customer groups:
  - children or babies
  - pregnant women
  - aged persons
  - people with immune deficiencies or allergies
  - unwell persons.

## Assessment Conditions

Skills must be demonstrated in an operational food preparation area. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- fixtures:
  - commercial grade work benches
  - refrigeration unit
  - sink
  - storage facilities
- small equipment:
  - assorted pots and pans
  - containers for hot and cold storage
  - crockery
  - cutting boards
  - food handler gloves
  - knives
  - packaging materials
  - receptacles for presentation and display purposes
  - small utensils:
    - tongs

- serving utensils
- temperature monitoring device
- appropriate facilities for handwashing:
  - designated hand washing sink
  - antiseptic liquid soap
  - single use towels
  - warm running water
- food ingredients and ready to eat food items
- current plain English regulatory documents distributed by the national, state, territory or local government food safety authority
- Australia New Zealand Food Standards Code
- current organisational food safety programs, policies and procedures used for managing food safety.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## **SITXFSA003 Transport and store food**

### **Modification History**

Not applicable.

### **Application**

This unit describes the performance outcomes, skills and knowledge required to transport food from a food preparation area to another location. It also deals with holding or storing food on arrival.

The unit applies to food service operations where food is transported from the preparation area to another location and stored on arrival. This includes restaurants and cafes, educational institutions, aged care facilities, hospitals, defence forces, cafeterias and kiosks, residential catering, in-flight and other transport catering, events catering and private catering. It applies to food handlers who directly handle food when transporting and storing food. People at many levels use this skill in the workplace including cooks, chefs, caterers and catering assistants.

The person transporting the food may or may not be driving the vehicle.

Food handlers involved in transporting and storing food must comply with the requirements contained within the Australia New Zealand Food Standards Code.

Businesses may be required to implement a food safety program and food handlers would need to comply with the transportation provisions.

### **Pre-requisite Unit**

Nil

### **Competency Field**

Food Safety

### **Unit Sector**

Cross-Sector

## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential outcomes.

1. Transport food safely and hygienically.

2. Store food safely and hygienically.

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Select suitable food transportation vehicles according to work instructions and legislative requirements.
- 1.2. Package, load, restrain and unload food appropriately.
- 1.3. Use hygienic food safety practices for food transportation.
- 1.4. Use safe manual handling techniques when moving and storing food.
- 1.5. Maintain records of food transportation as required.
- 2.1. Select food storage conditions for specific food types.
- 2.2. Maintain environmental conditions for specific food types to ensure freshness, quality and appearance.
- 2.3. Ensure storage and holding methods optimise nutritional quality and comply with relevant stock control principles.
- 2.4. Use hygienic food safety practices and observe work health and safety procedures and practices.
- 2.5. Keep storage areas free from contaminants and pests.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

### SKILLS

Reading skills to:

Numeracy skills to:

Problem-solving skills to:

### DESCRIPTION

- follow work instructions and interpret food labels.
- calculate quantities during the packing and unpacking process.
- deal with routine food handling, storage and transportation problems.

## Unit Mapping Information

SITXFSA202 Transport and store food

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITXFSA003 Transport and store food

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- transport and store each of the following food items according to food safety requirements and regulations and the specific requirements for the food type:
  - dairy
  - dried goods
  - eggs
  - frozen food
  - fruit and vegetables
  - meat and fish.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- basic aspects of commonwealth, state or territory food safety laws, standards and codes:
  - actions that must be adhered to by organisations
  - employee responsibility to participate in hygienic practices
  - reasons for food safety programs, when they are required for transportation activities and what they must contain
  - role of local government regulators
  - ramifications of failure to observe food safety law and organisational policies and procedures
  - meaning of contaminant, contamination and potentially hazardous foods as defined by the Australia New Zealand Food Standards Code
- advantages and disadvantages of different forms of transport for particular food items, quantities and circumstances
- safe storage principles and practices for different food types:
  - storage options
  - lining of transport container
  - sealing of transport container
  - temperature



- characteristics of the different food items specified in the performance evidence and conditions required to maintain their optimum freshness, palatability and safety
- specific industry sector and organisation:
  - sources and effects of microbiological contamination of food in transit
  - methods of transportation and storage to ensure the safety of food
  - temperature controls and temperature danger zones, for storage of main food types used in the business
  - contents of food safety transportation procedures included in organisational food safety programs
- safe manual handling techniques, in particular loading and unloading, lifting and dealing with heated surfaces.

## Assessment Conditions

Skills must be demonstrated in an operational hospitality environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- vehicles suitable for the transportation of food
- food ingredients and ready to eat food items to be transported
- industry-current equipment for the transportation and storage of food
- organisational specifications:
  - current plain English regulatory documents distributed by the national, state, territory or local government food safety authority
  - Australia New Zealand Food Standards Code
  - current commercial food safety programs, policies and procedures used for managing food safety.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# SITXFSA004 Develop and implement a food safety program

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to develop, implement and evaluate a food safety program for all stages in the food production process, including receipt, storage, preparation, service and disposal of food. It requires the ability to determine program requirements and prepare policies and procedures for other personnel to follow.

The unit applies to all organisations with permanent or temporary kitchen premises or smaller food preparation areas.

This includes restaurants, cafes, clubs, and hotels; tour operators; attractions; function, event, exhibition and conference catering; educational institutions; aged care facilities; correctional centres; hospitals; defence forces; cafeterias, kiosks, canteens, and fast food outlets; residential catering; in-flight and other transport catering.

A food safety program would most commonly be based on the hazard analysis and critical control points (HACCP) method, but this unit can apply to other food safety systems.

It applies to senior personnel who work independently and who are responsible for making strategic decisions on establishing and monitoring risk control systems for food related hazards. This could include chefs, kitchen managers, catering managers, fast food store managers and owner-operators of small business catering operations or retail food outlets.

In some States and Territories businesses are required to designate a food safety supervisor who is required to be certified as competent in SITXFSA001 Use hygienic practices for food safety and/or SITXFSA002 Participate in safe food handling practices through a registered training organisation.

Food safety legislative and knowledge requirements may differ across borders. Those developing training to support this unit must consult the relevant state or territory food safety authority to determine any accreditation arrangements for courses, trainers and assessors.

## Pre-requisite Unit

Nil

## Competency Field

Food Safety

## Unit Sector

Cross-Sector

## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential outcomes.

1. Evaluate organisational requirements for food safety program.

2. Develop food safety program to control hazards.

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Evaluate organisational characteristics that impact on food safety.
- 1.2. Examine food handling operations and processes and identify potential or existing food hazards.
- 1.3. Identify critical control points in food preparation system where food hazards must be controlled.
- 1.4. Identify product suppliers and determine quality assurance specifications for foodstuffs supplied.
- 1.5. Evaluate existing product specifications for food items prepared and sold.
- 1.6. Evaluate existing policies and procedures and monitoring practices, including record keeping, and assess need for change.
- 2.1. Consult with stakeholders in program development.
- 2.2. Integrate regulatory requirements and standards into policies and procedures.
- 2.3. Establish and document critical control points and control methods for each point.
- 2.4. Develop procedures for systematic monitoring of controls and associated record keeping.
- 2.5. Develop corrective action procedures for uncontrolled hazards.
- 2.6. Develop or modify and record product specifications covering food items prepared and sold.
- 2.7. Identify training needs and develop training program.

- 2.8. Develop schedule for regular review of food safety program.
- 2.9. Document food safety program and provide to regulatory authorities as required.
3. Implement food safety program.
  - 3.1. Communicate food safety programs, policies, procedures and product specifications to colleagues and ensure display of appropriate signage and access to information.
  - 3.2. Organise appropriate training and mentoring.
  - 3.3. Monitor operational activities to ensure that policies and procedures are followed.
  - 3.4. Manage response to incidents of uncontrolled food hazards and oversee implementation of corrective action procedures.
  - 3.5. Make changes to practices that led to the food safety breach, and document, communicate and implement changes.
  - 3.6. Maintain food safety management documents.
4. Participate in food safety audit.
  - 4.1. Ensure food safety program is audited as required by legislation.
  - 4.2. Participate in food safety program audits and provide assistance to inspectors.
  - 4.3. Retain records of food audits according to legislative requirements.
5. Evaluate and revise food safety program.
  - 5.1. Conduct scheduled review of food safety program in consultation with colleagues.
  - 5.2. Validate required food safety controls.
  - 5.3. Review policies, procedures, product specifications, monitoring systems and record keeping methods, and revise as required.
  - 5.4. Prepare and document amended food safety program and provide to regulatory authorities as required.
  - 5.5. Communicate changes and monitor inclusion in production processes.
  - 5.6. Identify and respond to additional training needs based on changes to food safety practices.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| <b>SKILLS</b>                      | <b>DESCRIPTION</b>  |
|------------------------------------|---|
| Reading skills to:                 | <ul style="list-style-type: none"><li>• interpret sometimes complex materials describing regulatory requirements relating to food safety.</li></ul>   |
| Oral communication skills to:      | <ul style="list-style-type: none"><li>• provide information on food safety program to colleagues.</li></ul>   |
| Numeracy skills to:                | <ul style="list-style-type: none"><li>• work with the concepts of measurement.</li></ul>  |
| Problem-solving skills to:         | <ul style="list-style-type: none"><li>• evaluate and respond to strategic and operational factors that influence the food safety program</li><li>• identify and respond to systemic operational issues.</li></ul> |
| Planning and organising skills to: | <ul style="list-style-type: none"><li>• coordinate and respond to multiple and interrelated operational challenges.</li></ul>   |

## Unit Mapping Information

SITXFSA401 Develop and implement a food safety program

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITXFSA004 Develop and implement a food safety program

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- develop and implement a complete food safety program for a service industry food preparation organisation in line with regulatory requirements outlined in:
  - the organisation's policies and procedures
  - product specifications
  - monitoring documentation
- ensure that the above food safety program:
  - reflects the following organisational characteristics:
    - average clientele and at risk client groups with a higher than average risk of harm from food contamination
    - equipment
    - existing prerequisite programs
    - facilities
    - food items prepared and sold
    - re-thermalisation and service requirements
    - size and nature of organisation
  - provides suitable food safety systems and options for the organisation for which it has been prepared
- monitor, evaluate and identify improvements to the above food safety program.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- options for the structure and implementation of a food safety program, using the hazard analysis and critical control points (HACCP) method as the basis
- consultative and communication mechanisms used by organisations to develop and implement procedural systems
- key features of commonwealth, state or territory and local food safety compliance requirements as they impact food safety program development:
  - contents of national codes and standards that underpin regulatory requirements

- components of a food safety program, especially procedures and monitoring documents
- local government food safety regulations and audit frequencies
- consequences of failure to observe food safety policies and procedures
- meaning of contaminant, contamination and potentially hazardous foods as defined by the Australia New Zealand Food Standards Code
- contents of organisational food safety program, especially policies and procedures:
  - audit
  - cleaning and sanitation
  - communication
  - contingency management
  - corrective actions
  - equipment maintenance
  - evaluation
  - food:
    - supply
    - receiving
    - storage
    - preparation
    - display
    - service
    - disposal
  - hazards:
    - control methods for each critical point
    - corrective actions
    - systematic monitoring of hazard controls and record keeping
  - personal considerations:
    - dress
    - hygiene
    - protective equipment and clothing
  - pest control
  - record maintenance
  - training
- food safety monitoring techniques:
  - bacterial swabs and counts
  - checking and recording that food is stored in appropriate timeframes
  - chemical tests
  - monitoring and recording food temperatures using a temperature measuring device accurate to plus or minus one degree Celsius
  - monitoring and recording temperature of cold and hot storage equipment

- visually examining food for quality review
- food safety management documents:
  - audit reports
  - audit tables
  - customer complaint forms
  - documented food safety program
  - food flow diagrams
  - food production records
  - hazard analysis table
  - incident reports where food hazards are found not to be under control
  - policies, procedures and product specifications
  - records of the monitoring of hazard controls:
    - any record required by local legislation
    - illness register
    - list of suppliers
    - temperature control data
    - training logs
  - verification records
- HACCP or other food safety system principles, procedures and processes as they apply to particular operations and different food types:
  - critical control points for the specific food production system and the predetermined methods of control, especially time and temperature controls used in the storage, preparation, display, service and cooking, cooling and transporting of food
  - methods of food storage, production, display, service and cooking, cooling and transporting, especially, appropriate temperature levels for each of these processes
  - main types of safety hazards and contamination
  - conditions for development of microbiological contamination
  - environmental conditions and, temperature controls, for storage
  - temperature danger zone and the two-hour and four-hour rule
- choice and application of cleaning, sanitising and pest control equipment and materials
- high risk customer groups who are more susceptible to harm from food contamination:
  - children or babies
  - pregnant women
  - aged persons
  - people with immune deficiencies or allergies
  - unwell persons.

## Assessment Conditions

Skills must be demonstrated in an operational hospitality business for which a food safety plan is developed and implemented. This can be:



- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- current plain English regulatory documents distributed by the commonwealth, state, territory or local government food safety authority
- Australia New Zealand Food Standards Code.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# SITXGLC001 Research and comply with regulatory requirements

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to comply with laws and licensing requirements for specific business operations. It requires the ability to access and interpret regulatory information, determine scope of compliance, and develop, implement and continuously review and update policies and practices for business compliance.

The unit applies to regulatory requirements for day-to-day business operations in all tourism, travel, hospitality and event sectors and to special requirements for one-off events.

It applies to senior personnel who operate independently or with limited guidance from others and who are responsible for making a range of operational business and regulatory compliance decisions.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## Pre-requisite Unit

Nil

## Competency Field

Governance and Legal Compliance

## Unit Sector

Cross-Sector

## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to

- outcomes.
- demonstrate achievement of the element.
1. Research information required for legal compliance.
    - 1.1. Identify sources of information for compliance with laws and licensing for business operations.
    - 1.2. Evaluate areas of business operation and determine scope of compliance requirements.
    - 1.3. Access regulatory information relevant to specific business operation.
    - 1.4. Identify risks, penalties and consequences of non-compliance.
    - 1.5. Assess and act on need for specialist legal advice.
  2. Develop and communicate policies and procedures for legal compliance.
    - 2.1. Develop and clearly articulate regulatory policies and procedures in a format readily accessible to all personnel.
    - 2.2. Nominate the roles and responsibilities of personnel for regulatory compliance in policies and procedures.
    - 2.3. Distribute policies, procedures and legal information to personnel at appropriate times.
    - 2.4. Organise information updates for personnel to ensure their knowledge of roles and responsibilities for legal compliance.
  3. Ensure compliance with legal requirements.
    - 3.1. Communicate with regulatory authorities when planning business operations and submit required documentation.
    - 3.2. Maintain business and occupational licences and check contractor compliance to avoid risk to business.
    - 3.3. Continuously evaluate business operations for non-compliance and implement modifications.
  4. Maintain personal and organisational knowledge of regulatory requirements.
    - 4.1. Identify and use a range of opportunities to maintain knowledge of current regulatory requirements.
    - 4.2. Use organisational communication methods to share updated regulatory knowledge.
    - 4.3. Continuously review and distribute plans, policies and procedures for compliance with current laws and licensing requirements.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| <b>SKILLS</b>                      | <b>DESCRIPTION</b>  |
|------------------------------------|---|
| Reading skills to:                 | <ul style="list-style-type: none"><li>• interpret unfamiliar and complex materials describing regulatory requirements</li><li>• research regulatory requirements specifically applicable to the business operation.</li></ul> |
| Writing skills to:                 | <ul style="list-style-type: none"><li>• write comprehensive yet easily accessible regulatory policies and procedures</li><li>• complete complex documentation required by regulatory authorities.</li></ul>                   |
| Oral communication skills to:      | <ul style="list-style-type: none"><li>• consult with regulatory authorities to determine the scope of compliance requirements.</li></ul>  |
| Problem-solving skills to:         | <ul style="list-style-type: none"><li>• evaluate areas of business operation and determine scope of compliance.</li></ul>   |
| Planning and organising skills to: | <ul style="list-style-type: none"><li>• research, establish and regularly monitor all components of a business compliance system.</li></ul>   |

## Unit Mapping Information

SITXGLC501 Research and comply with regulatory requirements

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITXGLC001 Research and comply with regulatory requirements

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- access and interpret regulatory information and determine the scope of compliance for the operations of a specific tourism, travel, hospitality or events business in relation to at least six different areas of compliance
- develop policies and procedures for legal compliance with each of the above areas of compliance
- integrate into compliance planning activities and documentation:
  - sources of detailed information and advice on regulatory compliance
  - objectives and primary components of a broad range of local, state, territory and commonwealth government laws relevant to the specific to the business operations
  - use of policies and procedures in managing regulatory compliance.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- legal responsibilities and liabilities of managers and directors in varying business structures
- sources of information and advice on regulatory compliance:
  - local, state, territory or commonwealth government departments or regulatory agencies
  - industry associations
  - plain English documentation that explains the operational requirements of legislation
  - computer data
  - the internet
  - discussions with experienced industry personnel
  - industry:
    - accreditation operators
    - associations and organisations
    - developers of codes of conduct or ethics
    - journals
    - seminars

- lawyers
- networking with:
  - colleagues
  - suppliers
- libraries
- media
- personal observations and experience
- reference books
- training courses
- unions
- functions and general operating procedures of regulatory authorities of particular relevance to the tourism, hospitality and events industries
- methods of receiving updated information on laws and licensing requirements
- use of policies and procedures in managing regulatory compliance
- formats for and inclusions in policies and procedures
- objectives and primary components of local, state, territory and commonwealth government laws to which all types of businesses must comply and that cover:
  - anti-discrimination, especially provisions for equal employment opportunity (EEO) and harassment
  - Australian Consumer Law (ACL) especially provisions for refunds, exchanges and cancellations, terms and conditions of quotations and consumer contracts
  - contracts
  - employer superannuation contributions
  - environmental protection especially provisions for environmental hazard identification, use of minimal impact practices and reporting of incidents
  - Fair Work Act 2009, especially provisions for National Employment Standards (NES)
  - local community protection, especially provisions for land management and access and protecting the lifestyle of neighbouring residents
  - taxation
  - workplace relations
  - public liability and duty of care
  - work health and safety
  - workers' compensation, especially provisions for injury reporting and occupational rehabilitation
- objectives and primary components of laws, codes, standards and licensing requirements that impact on specific operators in the tourism, hospitality and event industries; chosen to be applicable to the individual's context:
  - Copyright Act 1968
  - Criminal Code Act 1995 as it relates to child sex offences outside Australia
  - European Economic Directive of Foreign Travel
  - food safety

- Food Standards Australia New Zealand Act 1991
- liquor licensing, especially as it relates to the responsible service of alcohol
- Privacy Act 1988
- Queensland Tourism Services Act 2003
- Residential Tenancy Act
- responsible conduct of gaming regulation
- for each relevant law, code, standard and licensing requirement, the depth of knowledge must cover:
  - key practices that are prohibited by the law
  - auditing and inspection regimes
  - main consequences of non-compliance
  - need to apply for and maintain business or occupational licensing and associated mandatory training and certification requirements
  - requirements for record keeping and acceptable record keeping mechanisms
  - statutory reporting requirements for businesses
  - key business insurances required
  - adherence to mandatory codes of conduct enshrined in legislation
  - requirements to develop and implement plans, policies, codes of conduct or incorporate certain business practices
  - rights and responsibilities of employees and employers
  - other specific action that must be taken for legal compliance
- opportunities to maintain knowledge of regulatory requirements:
  - discussions with experienced industry personnel
  - networking with colleagues and/or suppliers
  - participating in industry accreditation schemes
  - participating in industry seminars
  - membership of professional industry associations
  - participating in training courses
  - subscribing to regulatory newsletters.

## Assessment Conditions

Skills must be demonstrated in an operational tourism, travel, hospitality or events business operation for which a tailored set of regulatory requirements can be researched and compliance management implemented. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- computers, software programs, printers and communication technology used to administer regulatory requirements
- current legislation
- current plain English regulatory documents distributed by government regulators
- codes of practice and standards issued by regulatory authorities
- regulatory information and business management manuals issued by industry associations or commercial publishers
- current commercial policies and procedures used to manage regulatory issues
- sources of specialist legal advice:
  - compliance consultants
  - industry associations
  - lawyers
  - local, state, territory or commonwealth government departments or regulatory agencies.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>



## SITXHRM001 Coach others in job skills

### Modification History

Not applicable.

### Application

This unit describes the performance outcomes, skills and knowledge required to provide on-the-job coaching to colleagues. It requires the ability to explain and demonstrate specific skills, knowledge and procedures and monitor the progress of colleagues until they are able to operate independently of the coach.

The unit applies to experienced operational personnel and to supervisors and managers who informally train other people in new workplace skills and procedures.

It applies to all tourism, hospitality and event sectors.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### Pre-requisite Unit

Nil

### Competency Field

Human Resource Management

### Unit Sector

Cross-Sector

### Elements and Performance Criteria

#### ELEMENTS

Elements describe the essential outcomes.

#### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Prepare for on-the-job coaching.
  - 1.1. Identify need for coaching based on a range of factors.
  - 1.2. Identify specific coaching needs through discussion with colleague and organise coaching sessions.
2. Coach colleagues on-the-job.
  - 2.1. Explain overall purpose of coaching to colleague.
  - 2.2. Explain and demonstrate specific skills.
  - 2.3. Communicate required knowledge and check colleague understanding.
  - 2.4. Advise organisational procedures for completing workplace tasks.
  - 2.5. Provide colleague with opportunity to practise skill and ask questions.
  - 2.6. Provide feedback in constructive and supportive manner.
3. Follow-up coaching.
  - 3.1. Monitor progress of new workplace skills and provide supportive assistance.
  - 3.2. Report progress to the appropriate person.
  - 3.3. Identify performance problems or difficulties with coaching and rectify or refer to appropriate person for follow-up.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| SKILLS                             | DESCRIPTION   |
|------------------------------------|---|
| Reading skills to:                 | <ul style="list-style-type: none"> <li>• review workplace documentation completed by colleague.</li> </ul>  |
| Oral communication skills to:      | <ul style="list-style-type: none"> <li>• use active listening and open questioning techniques to confirm understanding.</li> </ul>                            |
| Numeracy skills to:                | <ul style="list-style-type: none"> <li>• calculate adequate time required for coaching and for the colleague to complete required tasks.</li> </ul>           |
| Planning and organising skills to: | <ul style="list-style-type: none"> <li>• complete own work tasks within designated timeframes and simultaneously coach others in their job skills.</li> </ul> |

## Unit Mapping Information

SITXHRM301 Coach others in job skills

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITXHRM001 Coach others in job skills

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- provide effective on-the job coaching to four different colleagues
- address identified performance problems or difficulties experienced by colleagues in each of the above coaching sessions and rectify or refer as appropriate
- evaluate colleagues' performance and provide constructive feedback as part of above coaching sessions
- demonstrate the following during each of the above coaching activities:
  - clear communication and demonstration of the organisational tasks required of the colleague
  - completion of training within commercial time constraints
  - application of the key principles of training.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- communication techniques suitable to a workplace training context
- objectives and scope of the coaching
- factors which impact need for coaching:
  - direction from colleagues
  - own observation and workplace experience
  - request for coaching from colleagues to be coached
- key principles of training:
  - explanation
  - demonstration
  - review
  - listening to trainee explanation
  - observing and evaluating trainee demonstration
  - providing feedback
- legislative work health and safety and hygiene requirements
- possible causes of performance problems or difficulties:

- breakdown in communication
- inappropriate circumstances for coaching
- insufficient opportunity to practice
- language or cultural barriers
- shyness or lack of confidence.

## Assessment Conditions

Skills must be demonstrated in an operational environment with colleagues requiring coaching. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- work tasks in which to coach others
- colleagues in need of training; these can be:
  - colleagues in an industry workplace who are assisted by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## SITXHRM002 Roster staff

### Modification History

Not applicable.

### Application

This unit describes the performance outcomes, skills and knowledge required to develop, administer and communicate staff rosters. It requires the ability to plan rosters according to industrial provisions, operational efficiency requirements, and within wage budgets.

This unit applies to individuals responsible for developing staff rosters for situations involving potentially large numbers of staff working across a range of different service periods or shifts. It does not apply to small office environments.

It applies to senior personnel who operate independently or with limited guidance from others, including dedicated specialist staff or operational supervisors and managers.

The unit applies to all tourism, travel, hospitality and event sectors.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### Pre-requisite Unit

Nil

### Competency Field

Human Resource Management

### Unit Sector

Cross-Sector

### Elements and Performance Criteria

#### ELEMENTS

#### PERFORMANCE CRITERIA

|  |  |
|--|--|
| <p>Elements describe the essential outcomes.</p> <p>1. Develop staff rosters.</p> <p>2. Present and communicate rosters.</p> <p>3. Maintain rostering records.</p> <p>4. Evaluate rosters.</p> | <p>Performance criteria describe the performance needed to demonstrate achievement of the element.</p> <p>1.1. Develop rosters according to relevant industrial agreements and other considerations and wage budgets.</p> <p>1.2. Maximise operational and customer service efficiency while minimising wage costs.</p> <p>1.3. Combine duties where appropriate to ensure effective use of staff.</p> <p>1.4. Roster teams with complementary skills mix to meet operational requirements.</p> <p>1.5. Take account of social and cultural considerations and broader organisational policies that affect staff rosters.</p> <p>1.6. Consult with colleagues to ensure input into rosters.</p> <p>1.7. Use roster systems and equipment to administer rosters.</p> <p>2.1. Present rosters in required formats to ensure clarity of information according to organisational standards.</p> <p>2.2. Communicate rosters to appropriate colleagues within designated timeframes.</p> <p>3.1. Administer records of shift time completed by employees or contractors.</p> <p>3.2. Maintain staff rostering records according to organisational procedures</p> <p>4.1. Monitor effectiveness of rosters in consultation with colleagues.</p> <p>4.2. Identify ways in which rosters and roster development processes may be improved and take appropriate action.</p> |
|--|--|

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| <b>SKILLS</b>                 | <b>DESCRIPTION</b>   |
|-------------------------------|--|
| Reading skills to:            | <ul style="list-style-type: none"> <li>• interpret documents outlining opening and closing times, operational hours, and expected customer traffic.</li> </ul>   |
| Writing skills to:            | <ul style="list-style-type: none"> <li>• write potentially complex roster documentation.</li> </ul>  |
| Oral communication skills to: | <ul style="list-style-type: none"> <li>• ask colleagues questions to confirm their requirements</li> <li>• listen, understand and interpret messages.</li> </ul> |

- Numeracy skills to:
- complete planning activities involving dates, times and staff ratios.
- Problem-solving skills to:
- re-work rosters in cases of staff illness.
- Teamwork skills to:
- consider staff requests and personal commitments when planning rosters.
- Technology skills to:
- use system capabilities and functions of rostering software programs.

## Unit Mapping Information

SITXHRM401 Roster staff

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>



# Assessment Requirements for SITXHRM002 Roster staff

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- prepare staff rosters that meet diverse operational requirements across three different roster periods
- demonstrate the following when preparing each of the above staff rosters:
  - sufficient staff to ensure the delivery of required services within wage budget constraints
  - appropriate skills mix of the team
  - compliance with industrial provisions and organisational policy
  - completion of rosters within commercial and staff time constraints.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- sources of information on awards and other industrial provisions
- industrial agreements and other considerations which impact the preparation of staffing rosters:
  - single or multiple awards and enterprise agreements
  - award provisions for:
    - leave
    - mandated breaks between shifts
    - maximum allowed shift hours
    - standard, overtime and penalty pay rates
  - overall number of hours allocated to different staff members
  - use of:
    - contractors and consideration of fees
    - permanent or casual staff
- key elements of applicable awards and enterprise agreements:
  - leave provisions
  - mandated breaks between shifts
  - maximum allowed shift hours
  - standard, overtime and penalty pay rates

- organisational policies which impact the preparation of staffing rosters:
  - sociocultural-friendly organisational initiatives
  - family-friendly workplace initiatives
  - leave for:
    - carers
    - compassionate reasons
    - illness or injury
    - jury service
    - long service
    - maternity or paternity
    - rehabilitation of injured workers
    - study
  - recreation
- industry sector:
  - role of rosters and their importance in controlling staff costs
  - system capabilities and functions of rostering software programs
  - different formats for and inclusions of staff rosters
  - different methods used to communicate rosters, both electronic and paper-based
- specific organisation:
  - social, cultural and skills mix of the team to be rostered
  - full details of human resource policies and procedures that cover leave provisions and socio-cultural issues
  - operational requirements of the business activity, department or event subject to rostering
  - wage budget for the business activity, department or event subject to rostering.

## Assessment Conditions

Skills must be demonstrated in an operational tourism, travel, hospitality or events business operation or activity requiring staff rostering. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- computers, printers and rostering software programs
- records of shift time and where relevant electronic equipment used by staff to log commencement and completion time of rostered duties
- applicable industrial awards and enterprise agreements
- operational information about the organisation or department subject to rostering
- information about the cultural and skills mix of a team subject to rostering.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## SITXHRM003 Lead and manage people

### Modification History

Not applicable.

### Application

This unit describes the performance outcomes, skills and knowledge required to lead and manage people including in teams and support and encourage their commitment to the organisation. It requires the ability to lead by example and manage performance through effective leadership.

The unit applies to individuals who operate independently and are responsible for leading and motivating people and teams. This includes supervisors, operational and senior managers.

The unit applies to all tourism, travel, hospitality and event sectors.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### Pre-requisite Unit

Nil

### Competency Field

Human Resource Management

### Unit Sector

Cross-Sector

### Elements and Performance Criteria

#### ELEMENTS

Elements describe the essential outcomes.

1. Model high standards of performance and

#### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Act as a positive role model through individual performance.

- |   |  |
|---|--|
| behaviour.                                  | <ol style="list-style-type: none"> <li>1.2.Show support for and commitment to organisational goals in day-to-day work performance.</li> <li>1.3.Interact with team members in a positive and professional manner.</li> </ol>   |
| 2. Develop team commitment and cooperation. | <ol style="list-style-type: none"> <li>2.1.Develop and clearly communicate short, medium and long-term plans and objectives consistent with organisational goals in consultation with the team.</li> <li>2.2.Communicate expectations, roles and responsibilities of team members to encourage them to take responsibility for own work.</li> <li>2.3.Encourage teams and individuals to develop innovative approaches to work.</li> <li>2.4.Identify and reward individual and team efforts and contributions.</li> <li>2.5.Model and encourage open and supportive communication within the team.</li> <li>2.6.Seek and share information from the wider business environment with the team.</li> <li>2.7.Represent team interests in the wider environment.</li> <li>2.8.Seek feedback from team members and implement changes within the bounds of organisational goals and policies.</li> </ol> |
| 3. Manage team performance.                 | <ol style="list-style-type: none"> <li>3.1.Delegate tasks and responsibilities, identify barriers to delegation, and implement processes to overcome them.</li> <li>3.2.Evaluate team member skills and provide opportunities for individual development.</li> <li>3.3.Monitor team performance to ensure progress towards achievement of goals.</li> <li>3.4.Provide mentoring and coaching to support team members.</li> <li>3.5.Motivate individuals and teams to achieve optimum performance.</li> <li>3.6.Provide recognition and rewards for team achievements.</li> </ol>   |

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

### SKILLS

### DESCRIPTION

- |                    |  |
|--------------------|--|
| Writing skills to: | <ul style="list-style-type: none"> <li>• prepare and document clear and articulate team plans.</li> </ul>                                    |
| Oral communication | <ul style="list-style-type: none"> <li>• overcome communication barriers in providing effective support and motivation to a team.</li> </ul> |

skills to:

Planning and organising skills to:

- ensure activities and initiatives important to team development are integrated into own work planning.

## Unit Mapping Information

SITXHRM402 Lead and manage people

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITXHRM003 Lead and manage people

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- monitor individual or team performance demonstrating at least four of the following leadership and management roles:
  - decision making
  - delegation of tasks
  - information provision
  - provision of feedback
  - motivation through recognition and rewards
  - planning and organising
- seek and respond to feedback from team members during the above service periods, in line with organisational goals and policies in the following areas:
  - allocation or performance of work
  - effectiveness of communication within team, between other teams or within organisation
  - efficiency or deficiency in workplace practices.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- roles of and functions performed by supervisors and managers:
  - decision making
  - delegating tasks
  - monitoring staff
  - planning and organising
  - providing information:
    - organisation performance
    - changes in organisational policies
    - marketing information and targets
    - overall organisational objectives

- plans for new equipment
- rationale for management decisions
- technology updates
- training developments
- expectations, roles and responsibilities of team members:
  - adhering to policies and procedures
  - cooperative and open communication
  - nature and scope of work
  - relationships with others in the workplace and interdependent areas of activity
  - reporting requirements
- considerations in the individual development of staff:
  - change in job responsibilities
  - external training and professional development
  - formal promotion
  - internal training and professional development
  - opportunity for greater autonomy or responsibility
- features of different leadership styles
- features of open and supportive communication
- characteristics of effective leadership
- principles of teamwork and:
  - characteristics of effective teams
  - roles and attributes of team members
  - organisation of teams
  - potential team problems
  - benefits of effective teamwork
- role and theories of motivation as they apply to the management of individuals and teams
- the role of group dynamics in successful team management
- forms of recognition and reward applicable to leading staff:
  - acknowledging individual good performance to the whole team
  - incentive initiatives
  - informal acknowledgement
  - presenting awards
  - written reports to management
- types of organisational plans and planning processes.

## Assessment Conditions

Skills must be demonstrated in an operational tourism, travel, hospitality or events business operation or activity for which a team is managed. This can be:

- an industry workplace



- a simulated industry environment.

Assessment must ensure access to:

- a team whose overall performance is the responsibility of the individual; this can be:
  - those in an industry workplace who are assisted by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## SITXHRM004 Recruit, select and induct staff

### Modification History

Not applicable.

### Application

This unit describes the performance outcomes, skills and knowledge required to coordinate the recruitment, selection and induction of new staff members within the framework of existing human resource policies and procedures. It requires the ability to identify recruitment needs, develop selection criteria, process and evaluate applications, select people according to their attitude, aptitude and fit to the position and coordinate induction programs.

The unit applies to senior personnel who operate independently or with limited guidance from others, including dedicated specialist staff or operational or senior managers.

It applies to all tourism, travel, hospitality and event sectors.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### Pre-requisite Unit

Nil

### Competency Field

Human Resource Management

### Unit Sector

Cross-Sector

### Elements and Performance Criteria

#### ELEMENTS

Elements describe the essential outcomes.

1. Identify recruitment

#### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1.1. Identify recruitment needs based on monitoring of service and

- needs. efficiency levels in the organisation.
- 1.2. Consult colleagues about staffing needs and job descriptions.
  - 1.3. Obtain approval for recruitment according to organisational recruitment policies.
  - 1.4. Use job descriptions to develop clear and concise selection criteria.
  - 1.5. Ensure criteria incorporate customer service attitude and experience to ensure a fit to the position.
2. Administer recruitment.
- 2.1. Choose and organise selection processes taking into account job skill requirements.
  - 2.2. Create and disseminate advertisements for positions.
  - 2.3. Process applications according to organisational policy.
  - 2.4. Review applications against selection criteria and choose applicants to progress to interview.
  - 2.5. Inform unsuccessful applicants of decisions and provide other recruitment information in appropriate media within reasonable timeframes.
  - 2.6. Establish any special needs and make necessary arrangements for those progressing.
  - 2.7. Document and file recruitment records and decisions according to organisational policy.
3. Select staff.
- 3.1. Use selection criteria as the basis for selection, ensuring merit-based selection and adherence to equal employment opportunity principles and law.
  - 3.2. Participate in selection processes.
  - 3.3. Evaluate applicants for customer service attitude and experience to ensure a fit to the position.
  - 3.4. Select people according to their attitude, aptitude and fit to the existing organisational culture.
  - 3.5. Communicate selection recommendations to appropriate colleagues.
  - 3.6. Make employment offers according to organisational procedures.
  - 3.7. Advise new employees about employment details according to organisational policy.
  - 3.8. Create and maintain accurate, clear and complete records of the selection process.
4. Plan and organise induction programs.
- 4.1. Plan content and format of induction programs to reflect organisational objectives and policies.
  - 4.2. Include all appropriate information in induction programs according to organisational policy.
  - 4.3. Liaise with operational colleagues to ensure induction programs are implemented in a manner that minimises operational

disruption.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| SKILLS                             | DESCRIPTION   |
|------------------------------------|---|
| Reading skills to:                 | <ul style="list-style-type: none"> <li>• evaluate job applications against selection criteria</li> <li>• interpret and follow:               <ul style="list-style-type: none"> <li>• organisational policies and procedures</li> <li>• equal employment opportunity (EEO) and other employment related legislation.</li> </ul> </li> </ul> |
| Writing skills to:                 | <ul style="list-style-type: none"> <li>• construct complex and varied documentation for recruitment advertisements, selection criteria and induction program content.</li> </ul>  |
| Oral communication skills to:      | <ul style="list-style-type: none"> <li>• conduct interviews and adapt interview techniques to meet the needs of social and cultural groups.</li> </ul>  |
| Numeracy skills to:                | <ul style="list-style-type: none"> <li>• calculate advertising costs and salary levels.</li> </ul>  |
| Problem-solving skills to:         | <ul style="list-style-type: none"> <li>• identify deficiencies in applications and resolve by re-advertising or choosing different recruitment methods.</li> </ul>  |
| Teamwork skills to:                | <ul style="list-style-type: none"> <li>• consult team members about staffing needs and select new staff members that will complement existing workers.</li> </ul>   |
| Planning and organising skills to: | <ul style="list-style-type: none"> <li>• evaluate staffing requirements and plan for recruitment of appropriate numbers.</li> </ul>   |

## Unit Mapping Information

SITXHRM501 Recruit, select and induct staff

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITXHRM004 Recruit, select and induct staff

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- administer the recruitment, selection and induction process for each of the following recruitment needs at least once:
  - casual, contract or temporary
  - full time or part-time permanent
  - volunteer
- develop selection criteria for each of the above recruitment needs
- conduct fair and equitable selection interviews for each of the above recruitment situations
- evaluate at least one applicant in each of the above selection processes to select individuals that meet a specific organisational need.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- specific industry sector:
  - recruitment and selection practices
  - formats for and inclusions of selection criteria and job advertisements
  - effective advertising media
  - features of an effective recruitment advertisement
  - roles of recruitment agencies
  - relationships of job descriptions to selection criteria and ways to develop clear and concise selection criteria
  - methods of linking interview questions to selection criteria
  - key elements of applicable awards
  - nature and role of induction programs and typical content
- specific organisation:
  - roles and responsibilities of different personnel in the recruitment and induction process
  - required make-up of interview panels
  - procedures for employment checks

- full content of recruitment and human resource policies and in particular:
  - approval processes for advertised salaries and recruitment of new personnel
  - nature and content of job advertisements and communications with applicants
  - participants in interview panels
  - required skills profile of potential employees for particular jobs
  - role of different personnel in the recruitment and induction process
  - timing and nature of induction programs
  - use of different media in the recruitment process
  - use of government-subsidised traineeships and apprenticeships
- key elements of equal employment opportunity (EEO) employment laws and how they must be implemented in recruitment and selection processes
- records required of recruitment and selection process:
  - administrative documents
  - interview schedules
  - interviewer details
  - selection panel comments, score sheets and recommendations
  - records of interview
- selection process:
  - checks:
    - police
    - reference
    - working with children
    - qualifications
  - evaluation of portfolios
  - exchange of written information
  - interviews:
    - by human resource specialists, department managers or selection committees
    - face-to-face
    - teleconference
    - telephone
    - videoconference
  - presentation to a selection committee
  - skills tests
- special arrangements required in the organisation of selection procedures:
  - access:
    - parking
    - security clearance
  - using:
    - assistive technology
    - electronic presentation media

- interpreters
- special interview techniques for those with disabilities
- teleconference
- videoconference
- visual information and diagrams instead of written material
- information for inclusion in induction programs:
  - conditions of employment
  - contact details for various departments or colleagues
  - current organisational focus or initiatives
  - employee:
    - benefits
    - responsibilities
    - rights
  - enterprise:
    - culture
    - goals
    - objectives
    - responsibilities
    - vision
  - key organisational policies and procedures
  - industrial arrangements for the organisation
  - orientation of:
    - departmental locations and equipment
    - staff amenities
    - off-site operations
    - whole of business premises
  - organisational charts
  - payroll information:
    - awards and applicable pay rates
    - superannuation
    - wage payments
  - policies and procedures specific to the job role
  - work health and safety information.

## Assessment Conditions

Skills must be demonstrated in a tourism, travel, hospitality or events business operation or activity for which new staff members are recruited and selected. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- operational information about the organisation or activity subject to recruitment
- organisational specifications that are industry current:
  - recruitment and induction documentation
  - job descriptions, linked selection criteria and interview questions
  - key human resource policies
- multiple applicants with whom the individual can interact; these can be:
  - those in an industry workplace who are assisted by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>



## **SITXHRM005 Manage volunteers**

### **Modification History**

Not applicable.

### **Application**

This unit covers the performance outcomes, skills and knowledge required to manage a volunteer workforce, maximising the retention of its members. It requires the ability to determine and evaluate volunteer staffing requirements, and recruit, select and train volunteers.

The unit applies to individuals working in any industry who need to manage volunteer involvement in business or community activities.

It applies to senior personnel who operate independently or with limited guidance from others, including dedicated specialist staff or operational supervisors and managers.

It is particularly relevant in the community, cultural, sporting, events and tourism sectors where volunteers feature prominently as part of the workforce, both as part of one-off events and ongoing activities.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### **Pre-requisite Unit**

Nil

### **Competency Field**

Human Resource Management

### **Unit Sector**

Cross-Sector

## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential outcomes.

1. Research, determine and define needs for volunteer involvement.
2. Undertake volunteer recruitment.
3. Maximise volunteer retention.

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Determine and evaluate volunteer requirements based on analysis of relevant human resource information and consultation with relevant stakeholders.
- 1.2. Assess benefits, costs and risks to the organisation of volunteer involvement.
- 1.3. Establish and assess requirements and impacts of relevant legislation and industry codes.
- 1.4. Define overall volunteer roles according to specific organisational or project requirements and plan for recruitment of appropriate numbers and skills.
- 2.1. Identify and incorporate consideration of volunteer social and other motivations in work design programs.
- 2.2. Develop appropriate position descriptions based on review of volunteer roles.
- 2.3. Establish and incorporate volunteer rewards into recruitment program.
- 2.4. Communicate and delegate responsibility for volunteer coordination to relevant paid personnel.
- 2.5. Identify key target areas from which volunteers might be recruited.
- 3.1. Develop a climate of recognition and support for volunteers through representation in the wider environment.
- 3.2. Identify and incorporate individual requirements of volunteers into work role design.
- 3.3. Arrange suitable induction and training for volunteers to ensure work roles, rights and responsibilities are clearly understood.
- 3.4. Liaise with volunteers regularly to monitor experience from both organisation and volunteer perspective.
- 3.5. Identify and evaluate areas of concern and initiate follow up action.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance

criteria are listed here, along with a brief context statement.

| <b>SKILLS</b>                 | <b>DESCRIPTION</b>  |
|-------------------------------|---|
| Reading skills to:            | <ul style="list-style-type: none"><li>• research sources of a volunteer workforce.</li></ul>  |
| Writing skills to:            | <ul style="list-style-type: none"><li>• write volunteer recruitment information and position descriptions.</li></ul>  |
| Oral communication skills to: | <ul style="list-style-type: none"><li>• provide information about volunteer responsibilities and responsibility for volunteer coordination to paid personnel</li><li>• discuss volunteers' experience with the organisation.</li></ul>    |
| Numeracy skills to:           | <ul style="list-style-type: none"><li>• estimate numbers of volunteers.</li></ul>   |
| Problem-solving skills to:    | <ul style="list-style-type: none"><li>• research and evaluate aspects of volunteer recruitment and management</li><li>• identify and resolve volunteer skill deficiencies through training, coaching or reassignment of duties.</li></ul> |

## **Unit Mapping Information**

SITXHRM502 Manage volunteers

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITXHRM005 Manage volunteers

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- determine volunteer staffing requirements for an organisation, project or activity
- recruit and select volunteers for the above organisational requirements, project or activity, noting details of the following:
  - preparation of position description
  - targeted sources for recruitment
  - volunteer rewards
- prepare and implement induction and training for the above volunteers
- maximise retention of those volunteers recruited above by:
  - monitoring their volunteer experience
  - evaluating their involvement in organisation, project or activity, and following up as required.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- contribution made by volunteers in the relevant industry or community sector
- motivational patterns of volunteers
- benefits, costs and risks to an organisation of using volunteers:
  - community development
  - community engagement
  - financial implications
  - impact on the paid workforce
  - risks of using untrained or partially trained staff
- human resource management practices and principles for volunteers:
  - defining broad work roles and position descriptions
  - recruitment methods
  - training requirements
- information inclusions in volunteer position descriptions:
  - accountability
  - commitment

- reimbursement of costs
- required knowledge
- responsibilities
- rewards
- skills and attributes
- contribution of volunteer work to broader organisational or project goals and strategies
- insurance issues that impact on using a volunteer workforce
- key elements of legislation that impact on managing volunteers:
  - equal employment opportunity (EEO)
  - work health and safety (WHS)
  - workplace relations.

## Assessment Conditions

Skills must be demonstrated in an operational business or activity for which volunteers are recruited, selected and managed. This can be:

- an industry workplace
- a simulated industry environment or activity.

Assessment must ensure access to:

- organisation specifications:
  - operational information about the organisation or activity subject to volunteer use
  - current recruitment documentation
  - volunteer position descriptions
- volunteers with whom the individual can interact; these can be:
  - volunteers in an industry environment who are assisted by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## SITXHRM006 Monitor staff performance

### Modification History

Not applicable.

### Application

This unit describes the performance outcomes, skills and knowledge required to monitor staff performance within the framework of established performance management systems. It requires the ability to monitor the day-to-day effectiveness of staff and conduct structured performance appraisals and formal counselling sessions.

The unit applies to senior personnel who operate independently or with limited guidance from others, including dedicated specialist staff or operational supervisors and managers.

It applies to all tourism, travel, hospitality and event sectors.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### Pre-requisite Unit

Nil

### Competency Field

Human Resource Management

### Unit Sector

Cross-Sector

### Elements and Performance Criteria

#### ELEMENTS

Elements describe the essential outcomes.

1. Monitor staff performance and

#### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Consult with and inform colleagues about expected standards of performance using appropriate communication

- |  |   |
|--|---|
| provide feedback.                              | mechanisms.   |
|  | 1.2. Monitor ongoing performance through regular performance appraisals and by maintaining close contact with the workplace and colleagues. |
|  | 1.3. Regularly provide colleagues with guidance and support to enhance their work performance.  |
|  | 1.4. Provide recognition and rewards for achievements and outstanding performance.  |
|  | 1.5. Identify need for further coaching or training and organise according to organisational policies.                                      |
| 2. Recognise and resolve performance problems. | 2.1. Identify and investigate performance problems.   |
|  | 2.2. Use feedback and coaching to address performance problems.   |
|  | 2.3. Discuss and agree on possible solutions with the colleague.  |
|  | 2.4. Follow-up outcomes of informal counselling through review in the workplace.  |
|  | 2.5. Organise and conduct a formal counselling session when needed according to required procedures.  |
| 3. Implement performance management systems.   | 3.1. Implement formal performance management systems.   |
|  | 3.2. Conduct individual performance evaluations openly and fairly.  |
|  | 3.3. Complete and file performance management records.  |
|  | 3.4. Agree on courses of action with colleagues and follow-up in workplace.   |

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| <b>SKILLS</b>                 | <b>DESCRIPTION</b>  |
|-------------------------------|---|
| Reading skills to:            | <ul style="list-style-type: none"> <li>• review staff records and performance management documents.</li> </ul>                    |
| Writing skills to:            | <ul style="list-style-type: none"> <li>• record potentially complex and sensitive information about staff performance.</li> </ul> |
| Oral communication skills to: | <ul style="list-style-type: none"> <li>• provide effective feedback, coaching and counselling to team members.</li> </ul>         |
| Problem-solving skills to:    | <ul style="list-style-type: none"> <li>• evaluate factors contributing to poor staff performance.</li> </ul>                      |

Teamwork skills to:

- monitor the performance of individuals and their effect on the team, and take corrective action to enhance whole of team performance.

## Unit Mapping Information

SITXHRM503 Monitor staff performance

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>



# Assessment Requirements for SITXHRM006 Monitor staff performance

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- monitor the effectiveness of staff in relation to at least six of the following standards of performance:
  - adherence to procedures
  - cost minimisation
  - customer service standards
  - level of accuracy in work
  - personal presentation
  - productivity
  - punctuality
  - response times
  - team interaction
  - waste minimisation
- provide supportive feedback and guidance for improving standards of performance to above staff
- conduct structured performance appraisals and formal counselling and training sessions for staff members, in line with established organisational procedures
- recognise outstanding performance according to organisational policies.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- role and importance of monitoring staff performance and providing feedback and coaching
- key elements of performance standards and performance management systems:
  - methods of collecting performance data
  - methods of interpreting performance data
  - processes for performance appraisal interviews
  - type of assessment:
    - self

- peer
- team
- productivity indicators
- forms of guidance and support to enhance staff performance:
  - advice on training and development opportunities
  - confirmation of organisational objectives and key performance requirements
  - ensuring adequate resources are applied
  - opportunity to discuss work challenges
  - providing confirmation and corrective feedback
  - representing staff interests in other forums
  - support with difficult interpersonal situations
- potential solutions to staff performance issues:
  - additional training
  - adjusting workload
  - agreeing on short-term goals for improvement
  - assisting with problems outside of the workplace
  - reorganising work practices
- performance appraisal practices:
  - reasons for performance appraisal
  - format for, and inclusions of, performance appraisal documents
  - methods of appraising performance
- specific organisation:
  - procedures for performance appraisal interviews
  - procedures for formal performance management and counselling sessions:
    - formal notification to staff member and management
    - invited participation of appropriate people
    - organisation of appropriate location for counselling session
  - grievance procedures.

## Assessment Conditions

Skills must be demonstrated in an operation for which staff performance is monitored. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- organisational specifications:
  - commercial procedures for conducting performance appraisals and formal counselling sessions

- current performance appraisal and counselling documents
- team members with whom the individual can interact; these can be:
  - team members in an industry workplace who are assisted by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## **SITXINV001 Receive and store stock**

### **Modification History**

Not applicable.

### **Application**

This unit describes the performance outcomes, skills and knowledge required to check and take delivery of stock and appropriately store, rotate and maintain the quality of stock items.

It does not include specialist stock control processes for perishable foodstuffs which are covered by SITXINV002 Maintain the quality of perishable items.

The unit is relevant to organisations where stock control is an integral and essential part of business operations, and where there are control issues to be considered. The unit is not appropriate for situations where stock management is very simple, such as controlling stationery supplies in a small office.

It applies to operational personnel who work with very little independence and under close supervision. They apply little discretion and judgement and follow predefined organisational procedures to report any stock-related discrepancies to a higher level staff member for action.

The unit applies to all tourism, travel, hospitality and event sectors and to any type of stock.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### **Pre-requisite Unit**

Nil

### **Competency Field**

Inventory

### **Unit Sector**

Cross-Sector

## Elements and Performance Criteria

### ELEMENTS

### PERFORMANCE CRITERIA

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Take delivery of stock.

- 1.1. Check incoming stock against orders and delivery documentation.
- 1.2. Identify, record and report discrepancies.
- 1.3. Inspect items for damage, quality and use-by dates and record findings according to organisational procedures.
- 1.4. Record details of incoming stock according to organisational procedures.

2. Store stock.

- 2.1. Promptly transport stock to, and store in, appropriate storage area.
- 2.2. Use safe manual handling techniques to avoid injury when moving and storing stock.
- 2.3. Label stock according to organisational procedures.
- 2.4. Report on excess stock according to organisational procedures.

3. Rotate and maintain stock.

- 3.1. Rotate stock for maximum use and minimum wastage.
- 3.2. Regularly check the quality of stock and report findings.
- 3.3. Safely dispose of all excess or spoilt stock and waste, especially hazardous substances, to minimise negative environmental impacts.
- 3.4. Maintain cleanliness of stock handling and storage areas, and identify and report problems.
- 3.5. Use stock control systems and equipment according to organisational speed and accuracy requirements.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

### SKILLS

### DESCRIPTION

Reading skills to:

- interpret order and delivery documentation, use-by dates, stock labels, and organisational procedures.

Writing skills to:

- record details of incoming stock and prepare simple reports about stock discrepancies and quality.

Oral communication

- make accurate verbal reports of stock discrepancies and quality.

skills to:

- Numeracy skills to:
- count incoming, stored, and rotated stock items.
- Planning and organising skills to:
- conduct stock activities in a logical and time-efficient work flow.
- Technology skills to:
- use a computer, keyboard and stock control software
  - use electronic stock control equipment.

## Unit Mapping Information

SITXINV201 Receive and store stock

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITXINV001 Receive and store stock

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- receive, store and maintain six different stock deliveries
- correctly interpret stock orders and delivery documentation for items received in the above deliveries
- complete stock documentation relating to each of the above stock deliveries
- integrate into the above work activities:
  - security procedures
  - manual handling techniques
  - commercial time constraints.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- principles of stock control:
  - rotation and replenishment
  - product life cycle and maximising the use of all stock
  - checking for slow moving items
  - segregation of non-food items from food items that have potential to cross-contaminate
- stock control systems:
  - bin card system
  - imprest system
  - integrated point-of-sale system
  - ledger system
- stock control procedures and template documents and reports for:
  - ordering
  - levels
  - loss
  - performance

- monitoring of quality
- receipt
- reorder cycles
- rotation
- security
- stocktakes
- valuation
- wastage
- storage requirements for different kinds of stock
- use of stock control equipment and software where appropriate
- specific industry sector, types of:
  - computerised stock control systems; their functions and features
  - electronic equipment used for stock control; their functions and features
  - stock recording documentation
  - stock security systems
  - storage and their suitability for different kinds of stock
- specific organisation:
  - relevant stock
  - product life and storage requirements for specific goods
  - procedures for security, recording incoming stock, reporting on discrepancies, deficiencies, and excess stock
  - order and delivery documentation
- safe manual handling techniques for the receipt, transportation and storage of stock
- safe and correct use of equipment
- correct and environmentally sound disposal methods for all types of waste and in particular for hazardous substances.

## Assessment Conditions

Skills must be demonstrated in an operational business where stock is received and stored.

This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- computers, printers and stock control software systems
- electronic equipment used for stock control
- diverse and comprehensive range of tourism, hospitality or event industry stock items
- organisation specifications:
  - current commercial stock recording procedures and documentation for the receipt and storage of stock.



Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## SITXINV002 Maintain the quality of perishable items

### Modification History

| Release   | Comments   |
|-----------|--|
| Release 2 | Pre-requisite added: SITXFSA001 Use hygienic practices for food safety |

### Application

This unit describes the performance outcomes, skills and knowledge required to maintain the quality of perishable supplies for food and beverage, commercial cookery or catering operations. It requires the ability to store perishable supplies in optimum conditions to minimise wastage and avoid food contamination.

It does not include general stock control processes which are covered by SITXINV001 Receive and store stock.

The unit is particularly important within a food safety regime and applies to hospitality and catering organisations, including hotels, restaurants, clubs, educational institutions, health establishments, defence forces, cafeterias, residential caterers, in flight and other transport caterers, event and function caterers.

Personnel at many levels use this skill in the workplace during the course of their daily activities, including cooks, chefs, caterers, and kitchen attendants.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### Pre-requisite Unit

SITXFSA001 Use hygienic practices for food safety

### Competency Field

Inventory

## Unit Sector

Cross-Sector

## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential outcomes.

1. Store supplies in appropriate conditions.
2. Maintain perishable supplies at optimum quality.
3. Check perishable supplies and dispose of spoilt stock.

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Conduct temperature checks on delivered goods ensuring they are within specified tolerances.
- 1.2. Record temperature results according to organisational procedures.
- 1.3. Identify deficiencies with delivered food items, and reject supply within scope of own responsibility, or report findings.
- 1.4. Choose and prepare correct environmental conditions for the storage of perishable supplies.
- 1.5. Date code perishable supplies to maximise their use.
- 1.6. Promptly store supplies in appropriate storage area to minimise wastage and avoid food contamination.
- 2.1. Regularly check and adjust environmental conditions of all storage areas and equipment to maintain perishable supplies at optimum quality.
- 2.2. Conduct temperature checks according to food safety procedures, and protect supplies from spoilage.
- 2.3. Protect supplies from damage of cross-contamination and pests.
- 2.4. Rotate perishable supplies for maximum use according to expiration dates.
- 3.1. Regularly check perishable supplies for quality.
- 3.2. Inspect items for animal and pest damage and report incidents of infestation.
- 3.3. Identify deficiencies, and report findings or dispose of any non-usable supplies within scope of own responsibility.
- 3.4. Safely dispose of spoilt stock and waste to minimise negative environmental impacts.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| <b>SKILLS</b>                 | <b>DESCRIPTION</b>  |
|-------------------------------|---|
| Writing skills to:            | <ul style="list-style-type: none"><li>• write stock rotation labels and simple documents that record temperature results.</li></ul>                             |
| Oral communication skills to: | <ul style="list-style-type: none"><li>• make simple verbal reports on the disposal of perished supplies.</li></ul>  |
| Numeracy skills to:           | <ul style="list-style-type: none"><li>• read a thermometer correctly to measure temperatures</li><li>• estimate times for regular temperature checks.</li></ul> |
| Technology skills to:         | <ul style="list-style-type: none"><li>• use thermometers and adjust temperature and humidity controls on storage equipment.</li></ul>                           |

## Unit Mapping Information

SITXINV202 Maintain the quality of perishable items

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## Assessment Requirements for SITXINV002 Maintain the quality of perishable items

### Modification History

| Release   | Comments   |
|-----------|--|
| Release 2 | Pre-requisite added: SITXFSA001 Use hygienic practices for food safety |

### Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- conduct temperature and quality checks on each of the following delivered goods to establish whether they are within allowable tolerances:
  - cold or chilled foods
  - frozen foods
  - raw foods
  - reheated foods or ingredients
- maintain quality of at least six of the following range of perishable supplies for food and beverage, commercial cookery or catering operations:
  - beverages
  - dairy products
  - frozen goods
  - fruit
  - meat
  - poultry
  - seafood
  - vegetables
- identify spoilt stock and dispose of according to organisational procedures.

### Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- contents of stock date codes and rotation labels
- meaning of:
  - wastage to a commercial catering organisation and reasons to avoid it

- contaminant, contamination and potentially hazardous foods as defined by the Australia New Zealand Food Standards Code
- reasons for protecting food from contamination
- different types of contamination:
  - microbiological
  - chemical
  - physical
- methods of rejecting contaminated food
- potential deficiencies of delivered perishable food items:
  - contaminated food
  - food that is intended to be:
    - frozen but has thawed
    - chilled but has reached a dangerous temperature zone
  - packaged food that is exposed through damaged packaging
- correct environmental storage conditions for each of the main food types specified in the Performance Evidence:
  - correct application of humidity and temperature controls
  - correct ventilation
  - protecting perishables from exposure to:
    - heating or air conditioning
    - accidental damage through people traffic
    - environmental heat and light
  - sanitary cleanliness
  - storing perishables:
    - in dry stores
    - in cool rooms
    - in freezers
    - in refrigerators
    - sanitised and hygienic conditions
    - at room temperature
- food safety procedures and standards for storage of perishable supplies:
  - appropriate containers
  - labelling and coding
  - first in first out methods
  - storage environments
  - temperature, humidity, light and ventilation specifications for storage
  - cleaning and sanitising processes for food storage areas
  - quarantining the storage of items that are likely to be the source of contamination of food:
    - chemicals

- clothing
- personal belongings
- indicators of spoilage and contamination of perishable supplies:
  - degradation of flavour, aroma, colour and texture
  - enzymic browning
  - drying and hardening
  - crystallisation
  - infestation of animal and pest waste
  - mould
  - exposed packaged food through damaged packaging
  - odour
- indicators of quality of perishable items:
  - currency of best by or use by dates
  - freshness
  - size
  - weight
- correct and environmentally sound disposal methods for kitchen waste and hazardous substances.

## Assessment Conditions

Skills must be demonstrated in an operational environment that makes use of perishable food and beverage supplies. This can be:

- an industry workplace
- a simulated industry environment, such as a training kitchen or food and beverage outlet serving customers.

Assessment must ensure access to:

- commercial refrigeration facilities:
  - freezer
  - fridge
- computers, printers and stock control software systems
- electronic equipment used for stock control
- containers for hot and cold storage
- designated:
  - delivery area
  - storage areas for dry goods and perishables
- recording systems
- proformas used by the workplace

- diverse and comprehensive range of perishable food supplies for commercial cookery or catering operations for the groups selected from the list in the Performance Evidence
- organisation specifications:
  - current commercial stock control procedures and documentation for the ordering, monitoring and maintenance of stock
  - temperature recording charts
- thermometers.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>



## SITXINV003 Purchase goods

### Modification History

Not applicable.

### Application

This unit describes the performance outcomes, skills and knowledge required to determine the purchasing requirements for goods, source suppliers, discuss requirements, and assess the quality of goods before purchase.

It does not cover the specialist skills to systematically purchase and control the supply of goods for an organisation. These skills are covered by:

- SITXINV004 Control stock
- SITXINV005 Establish stock purchasing and control systems.

The unit applies to all tourism, travel, hospitality and event industry sectors where the purchase of any type of good takes place, including food and beverage supplies. Purchasing goods may involve placing an order for future delivery or purchasing goods face-to-face and taking immediate delivery.

The unit applies to operational personnel who operate with some level of independence and under limited supervision. This includes tour coordinators, account managers for professional conference organisers, event coordinators and banquet coordinators. In a kitchen environment it can apply to chefs of all levels, including commis chefs, but in larger organisations purchasing often remains the responsibility of sous chefs and executive chefs.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### Pre-requisite Unit

Nil

### Competency Field

Inventory

## Unit Sector

Cross-Sector

## Elements and Performance Criteria

### ELEMENTS

### PERFORMANCE CRITERIA

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- |  |  |
|--|--|
| <p>1. Determine purchasing requirements.</p>         | <p>1.1. Access and interpret information and discuss end product requirements with relevant personnel to determine goods to be purchased.</p> <p>1.2. Check and assess quality and suitability of stock on hand before proceeding with new purchases.</p> <p>1.3. Maximise use of suitable stock on hand to avoid wastage.</p> <p>1.4. Use forecasting methods to calculate required quantity of goods.</p> <p>1.5. Determine price limitations for the purchase of goods using job costings.</p> <p>1.6. Develop purchase lists and prioritise purchasing requirements according to organisational deadlines.</p> |
| <p>2. Source suppliers and discuss requirements.</p> | <p>2.1. Source and review potential suppliers and comply with organisational procedures for the supply of goods.</p> <p>2.2. Inform supplier of requirements and specifications.</p> <p>2.3. Confirm availability of supply to meet production requirements.</p> <p>2.4. Seek price for the supply and negotiate costs within scope of individual responsibility and organisational policy.</p> <p>2.5. Refer complex supply issues to a higher level staff member for action.</p>   |
| <p>3. Assess quality of goods and make purchase.</p> | <p>3.1. Assess supplier capacity to meet price, quality and delivery expectations.</p> <p>3.2. Complete assessment of quality of goods.</p> <p>3.3. Select supplier and purchase goods based on price, availability and quality, and within scope of individual responsibility and organisational policy.</p> <p>3.4. Keep accurate purchase records.</p>  |

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| <b>SKILLS</b>                        | <b>DESCRIPTION</b>  |
|--------------------------------------|---|
| Reading skills to:                   | <ul style="list-style-type: none"> <li>• comprehend and follow operational documents that describe purchasing requirements for recipes, menus, itineraries, event running sheets, and organisational procedures.</li> </ul> |
| Writing skills to:                   | <ul style="list-style-type: none"> <li>• write purchase orders and descriptive purchase specifications for suppliers.</li> </ul>  |
| Oral communication skills to:        | <ul style="list-style-type: none"> <li>• discuss product and purchase requirements with supervisors and managers.</li> </ul>  |
| Numeracy skills to:                  | <ul style="list-style-type: none"> <li>• interpret job costings and calculate supplier costs.</li> </ul>  |
| Initiative and enterprise skills to: | <ul style="list-style-type: none"> <li>• purchase from the most cost-effective supplier.</li> </ul>   |
| Teamwork skills to:                  | <ul style="list-style-type: none"> <li>• discuss production requirements with supervisors and managers to determine purchase requirements.</li> </ul>   |
| Planning and organising skills to:   | <ul style="list-style-type: none"> <li>• prioritise purchasing requirements according to organisational deadlines.</li> </ul>   |
| Technology skills to:                | <ul style="list-style-type: none"> <li>• use a calculator to assist with supply numbers and costs.</li> </ul>   |

## Unit Mapping Information

SITXINV301 Purchase goods

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITXINV003 Purchase goods

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- determine and confirm purchasing requirements for at least six of the goods listed in the knowledge evidence
- make purchase arrangements for the goods to meet different:
  - end product requirements
  - customer specifications:
    - numbers
    - special requests
- assess supplier capacity to meet price, quality and delivery expectations for each of the above goods
- complete above purchasing activities following organisational requirements for stock ordering, including procedures and documentation.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- specific industry sector and organisation:
  - features of products sold and the expected level of quality
  - formats for and contents of workplace documents that describe supply requirements
  - forecasting methods for calculating required quantity of goods
  - formats for and inclusions of job costings that describe purchase price limitations
  - sources of product and supplier information
  - sources of information on negotiated cost of supply, contractual arrangements and preferred supplier arrangements
  - formats for and inclusions of supplier specifications for the purchase of goods
  - full content of stock ordering procedures and documents
  - individual stock ordering responsibilities
- sources of information to determine purchase requirements:
  - buffet designs
  - catering orders
  - customer specifications:

- numbers
- special requests
- event orders
- event running sheets
- function orders
- menus
- operational itineraries for crew
- passenger itineraries
- passenger lists
- recipes
- reservation profiles
- rooming lists
- standard yields
- goods that need to be purchased by a business:
  - alcoholic or non-alcoholic beverages
  - cleaning agents and chemicals
  - customer travel products:
    - luggage labels
    - travel bags
    - travel wallets
    - tickets
    - vouchers
  - event supplies
  - food:
    - dairy products
    - dry goods
    - fresh goods
    - frozen goods
    - fruit or vegetables
    - meat, poultry or seafood
  - fuel:
    - aircraft
    - coaches
    - hire cars
    - vessels
  - general stores
  - housekeeping supplies
  - linen
  - merchandise
  - uniforms

- considerations in determining quality and suitability of stock on hand:
  - ability to meet customer requirements:
    - numbers
    - special dietary requirements
    - special requests
  - ability to meet requirements of:
    - event
    - menu
    - recipe
    - touring itinerary
  - for food:
    - currency of best by or use by dates
    - freshness
    - size
    - weight
    - numbers of goods on hand
- organisational procedures for the supply of goods:
  - completing purchase orders
  - gaining authority to purchase
  - limitations on which suppliers can be used
  - who is authorised to negotiate and purchase
- assessment of supplier capacity to meet price, quality and delivery expectations:
  - comparing price with previous supply costs
  - visual assessment
  - taste test for food
  - visual assessment
  - taste test for food
  - checking on others' satisfaction with the supplier
- determinants of the quality of goods:
  - ability to meet:
    - customer specifications
    - organisational quality specifications
    - portion requirements
  - currency of best by or use by dates
  - freshness
  - size
  - weight.

## Assessment Conditions

Skills must be demonstrated in a tourism, travel, hospitality or events business or activity for which goods are purchased. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- diverse and comprehensive range of tourism, hospitality or event industry supply items that can be assessed for quality and suitability
- operational workplace specifications:
  - details of supplier contracts
  - job costings
- current commercial stock control procedures and documentation for the ordering of goods.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## **SITXINV004 Control stock**

### **Modification History**

Not applicable.

### **Application**

This unit describes the performance outcomes, skills and knowledge required to process stock orders, maintain stock levels, minimise stock losses, manage stocktakes and maintain all documents that relate to the administration of any type of stock.

The unit applies to all tourism, travel, hospitality and event sectors. The unit is relevant to organisations where stock control is an integral and essential part of business operations, and where there are complex ordering and control issues to be considered. The unit is not appropriate for situations where stock management is very simple, such as controlling stationery supplies in a small office.

The unit applies to stock control personnel who operate independently, have responsibility for others and make a range of decisions on the overall administration of stock.

It applies to all tourism, travel, hospitality and event sectors.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### **Pre-requisite Unit**

Nil

### **Competency Field**

Inventory

### **Unit Sector**

Cross-Sector



## Elements and Performance Criteria

### ELEMENTS

### PERFORMANCE CRITERIA

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Maintain stock levels and records.
  - 1.1. Use stock control systems and equipment to administer all stock control and ordering processes.
  - 1.2. Monitor and maintain stock levels to meet organisational requirements.
  - 1.3. Monitor stock security and adjust procedures as required.
  - 1.4. Inform colleagues of their individual stock ordering responsibilities.
  - 1.5. Maintain records of stock levels and create reports according to organisational procedures.
  - 1.6. Monitor stock performance, and identify and report fast or slow-selling items.
  - 1.7. Monitor and adjust stock reorder cycles.
2. Process stock orders.
  - 2.1. Process orders for stock according to organisational procedures.
  - 2.2. Maintain stock levels and record current accurate details.
  - 2.3. Check and record incoming stock against purchase and supply agreements.
3. Minimise stock losses.
  - 3.1. Regularly check storage of stock and ensure its protection.
  - 3.2. Identify, record and report stock losses.
  - 3.3. Identify avoidable losses and establish reasons for them.
  - 3.4. Recommend solutions and implement procedures to prevent future losses.
4. Follow-up orders.
  - 4.1. Monitor delivery of stock to ensure agreed deadlines are met.
  - 4.2. Liaise with suppliers to ensure continuity of supply.
  - 4.3. Resolve routine supply problems or refer to appropriate person for action.
  - 4.4. Distribute stock within the organisation according to required allocations.
5. Organise and administer stocktakes.
  - 5.1. Organise stocktakes at appropriate intervals.
  - 5.2. Allocate stocktaking responsibilities to staff and supervise the operation of the stocktake.
  - 5.3. Produce accurate stocktake reports within designated timelines.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| SKILLS                             | DESCRIPTION   |
|------------------------------------|---|
| Reading skills to:                 | <ul style="list-style-type: none"> <li>interpret supplier purchasing agreements, purchase orders, records of incoming stock and organisational procedures.</li> </ul>   |
| Writing skills to:                 | <ul style="list-style-type: none"> <li>prepare detailed reports on stock levels, performance, losses and stocktakes.</li> </ul>   |
| Oral communication skills to:      | <ul style="list-style-type: none"> <li>discuss reasons for stock losses with staff.</li> </ul>  |
| Numeracy skills to:                | <ul style="list-style-type: none"> <li>calculate:               <ul style="list-style-type: none"> <li>supplier costs and complex order costs</li> <li>complex details of stock on hand and stock losses and produce complex numerically-based reports</li> </ul> </li> <li>reconcile incoming stock and invoices against purchase orders.</li> </ul> |
| Teamwork skills to:                | <ul style="list-style-type: none"> <li>direct staff on ordering responsibilities and supervise staff participation in stocktakes.</li> </ul>  |
| Planning and organising skills to: | <ul style="list-style-type: none"> <li>efficiently order and maintain stock so that stock levels meet organisational requirements.</li> </ul>   |
| Technology skills to:              | <ul style="list-style-type: none"> <li>use a computer, keyboard and stock control software</li> <li>use electronic stock control equipment.</li> </ul>  |

## Unit Mapping Information

SITXINV401 Control stock

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITXINV004 Control stock

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- order, control and administer continuous and efficient supply relating to at least six different types of stock items
- use stock control procedures to monitor and maintain stock levels for the above items over a stock life cycle period that includes a stocktake
- produce and distribute stock control reports
- complete above stock order and reporting activities within commercial time constraints.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- principles of stock control:
  - rotation and replenishment
  - product life cycle and maximising the use of all stock
  - checking for slow moving items
  - segregation of non-food items from food items that have potential to cross-contaminate
- stock control systems:
  - bin card system
  - imprest system
  - integrated point-of-sale system
  - ledger system
- stock control procedures, template documents and reports for:
  - ordering
  - levels
  - loss
  - performance
  - monitoring of quality
  - receipt
  - reorder cycles
  - rotation

- security
- stocktakes
- valuation
- wastage
- storage requirements for different kinds of stock
- use of stock control equipment and software where appropriate
- specific industry sector:
  - types of computer stock control systems used, their functions and features
  - electronic equipment used for stock control; their functions and features
  - stock security systems
  - types of storage and their suitability for different kinds of stock
  - methods to monitor and maintain stock levels
- specific organisation:
  - relevant stock and product life and storage requirements for specific goods
  - departmental or individual stock ordering responsibilities
  - full content of stock control and security procedures
  - sources of information on negotiated cost of supply, contractual arrangements and preferred supplier arrangements
  - full content of stock ordering procedures and documents
  - stock reorder cycles
  - stock level reports
  - stock performance reports
  - stock loss reports
  - full content of stocktake procedures, documents and reports
  - reasons for stock loss and damage and methods to control these
- considerations in the protection of stock:
  - avoiding cross contamination
  - correctly applying humidity and temperature controls
  - correct ventilation
  - securing stock
  - storing stock in correct location and conditions to avoid damage
  - treating pest and vermin infestations.

## Assessment Conditions

Skills must be demonstrated in an operational tourism, travel, hospitality or events environment where stock levels are monitored and maintained. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- computers, printers and stock control software systems
- electronic equipment used for stock control
- diverse and comprehensive range of tourism, travel, hospitality or event industry stock items that are monitored and maintained
- current commercial stock control procedures and documentation for the ordering, monitoring and maintenance of stock.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# SITXINV005 Establish stock and purchasing and control systems

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to establish and implement stock control and cost-effective stock purchasing and supply systems for a business.

The unit applies to all tourism, travel, hospitality and event industry sectors. The unit is relevant to organisations where stock management is an integral and essential part of business operations, and where there are complex purchasing and control issues to be considered. The unit is not appropriate for situations where stock management is very simple, such as controlling stationery supplies in a small office.

It applies to senior managers who operate with significant autonomy and who are responsible for making a range of strategic management decisions.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## Pre-requisite Unit

Nil

## Competency Field

Inventory

## Unit Sector

Cross-Sector

## Elements and Performance Criteria

### ELEMENTS

### PERFORMANCE CRITERIA

Elements describe the essential Performance criteria describe the performance needed to

|   |   |
|---|---|
| outcomes.                                       | demonstrate achievement of the element.   |
| 1. Determine stock requirements.                | <p>1.1. Use business data, forecasting methods and standard measures to calculate required stock levels.</p> <p>1.2. Determine stock requirements for standard business periods, peak seasons and special events.</p> <p>1.3. Establish cost-effective purchase quantities based on business information and supplier advice.</p>   |
| 2. Establish optimum supply arrangements.       | <p>2.1. Evaluate quality of supply, based on feedback from colleagues and customers.</p> <p>2.2. Source and review potential suppliers.</p> <p>2.3. Develop appropriate and accurate purchase specifications.</p> <p>2.4. Assess suppliers against specifications, considering all relevant factors.</p> <p>2.5. Assess terms of purchase, and negotiate with suppliers to achieve optimum supply arrangements.</p> <p>2.6. Adjust sources of supply and make accurate records of agreements.</p> |
| 3. Develop and implement stock control systems. | <p>3.1. Develop stock control systems and communicate to relevant staff.</p> <p>3.2. Develop special control systems for stock with high wastage or loss.</p> <p>3.3. Monitor workplace systems and make adjustments according to feedback and operational experience.</p> <p>3.4. Initiate training of staff to minimise stock wastage.</p>  |

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| <b>SKILLS</b>                 | <b>DESCRIPTION</b>   |
|-------------------------------|--|
| Reading skills to:            | <ul style="list-style-type: none"> <li>• interpret complex supplier cost sheets, specific terms of purchase, and supplier contracts</li> <li>• sort and analyse information to make decisions on supply arrangements.</li> </ul> |
| Writing skills to:            | <ul style="list-style-type: none"> <li>• prepare complex and accurate purchase specifications and stock control system documents.</li> </ul>   |
| Oral communication skills to: | <ul style="list-style-type: none"> <li>• negotiate complex supply arrangements and liaise with stock suppliers.</li> </ul>   |

- Numeracy skills to:
- work with budgets
  - interpret complex stock performance, wastage and stocktake reports
  - interpret supply costs and calculate cost-effective quantities for purchase.
- Problem-solving skills to:
- monitor the quality and cost of supply, identify deficiencies and adjust purchasing arrangements.
- Initiative and enterprise skills to:
- negotiate cost-effective supply and maximise profitability.
- Planning and organising skills to:
- plan, establish and monitor stock control systems.
- Technology skills to:
- use a computer, keyboard and stock control software.

## Unit Mapping Information

SITXINV601 Establish stock purchasing and control systems

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>



# Assessment Requirements for SITXINV005 Establish stock and purchasing and control systems

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- establish and implement cost-effective stock purchasing and control systems for at least six of the stock items listed in the knowledge evidence
- monitor stock control systems involving the above stock items, stock quality and cost-effectiveness of supply over one stock cycle
- produce stock control reports and data required to calculate cost-effective purchasing of the above items.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- specific industry sector:
  - forecasting methods for calculating required stock levels
  - formulas for yield testing and use of standard measures
  - methods to calculate cost-effective order quantities for different stock items
  - types of computer stock control systems used, their functions and features
  - stock security systems
  - types of storage and their suitability for different kinds of stock
  - supply sources for different types of product
  - appropriate terminology and formats for, and inclusions of, purchase specifications
- specific organisation:
  - relevant stock and product life and storage requirements for specific goods
  - standard business periods, peak seasons and special events
- sources of business data relevant to stock purchasing and control:
  - historical sales figures
  - stocktake figures
  - supplier lead time
  - wastage reports
- factors which influence purchase specifications:
  - budget

- colour
- deadlines for supply
- delivery or pick up requirements
- detailed description
- expected supply cost
- fresh or frozen food
- general description
- grade
- numbers to be purchased
- product name
- quality
- required labelling
- size
- special instructions or requirements
- storage procedures
- upper purchase price barrier
- use for product
- weight
- reasons for stock loss and damage and methods to control these
- stock control systems:
  - bin card system
  - imprest system
  - integrated point-of-sale system
  - ledger system
- stock control procedures and template documents and reports for:
  - ordering
  - levels
  - loss
  - performance
  - monitoring of quality
  - receipt
  - reorder cycles
  - rotation
  - security
  - stocktakes
  - valuation
  - wastage
- storage requirements for different kinds of stock
- use of stock control equipment and software where appropriate
- special control systems:

- controlling ordering quantities
- maintaining correct environmental conditions for the storage of perishable foodstuffs:
  - temperature
  - light
  - humidity
- procedures for:
  - correct handling of perishables to avoid spoilage of stock
  - issue quantities
  - issuing only to authorised persons
  - stock transfer to other departments
  - requisitioning
  - segregated storage of non-food items from food items that have potential to cross-contaminate
- formats for, inclusions, and uses of:
  - stock control procedures
  - specific stock control procedures for stock with high wastage or loss
  - various stock control reports
- goods or stock items that need to be purchased by a business:
  - alcoholic or non-alcoholic beverages
  - cleaning agents and chemicals
  - customer travel products:
    - luggage labels
    - travel bags
    - travel wallets
    - tickets
    - vouchers
  - event supplies
  - food:
    - dairy products
    - canned products
    - dry goods
    - fresh goods
    - frozen goods
    - fruit or vegetables
    - meat, poultry or seafood
    - oils
    - vacuumed sealed items
  - fuel:
    - aircraft
    - coaches

- hire cars
- vessels
- general stores
- housekeeping supplies
- linen
- merchandise
- uniforms.

## Assessment Conditions

Skills must be demonstrated in an operational tourism, travel, hospitality or events business for which stock is purchased and stock control systems are developed. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- computers, printers and stock control software systems
- current commercial purchase specifications, stock control procedures and reports, supplier cost and contractual documentation used for the purchase of stock
- suppliers with whom the individual can interact and negotiate.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# **SITXLAN001 Conduct basic oral communication in a language other than English**

## **Modification History**

Not applicable.

## **Application**

This unit describes the performance outcomes, skills and knowledge required to use and understand very simple and commonly used expressions of a predictable nature in a language other than English. It covers activities, such as welcoming and farewelling customers, providing face-to-face routine customer service and other routine workplace activities.

There is no direct parity with any formal language proficiency ratings or assessment frameworks, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 1.

The unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit can be used for the assessment of basic oral proficiency in any language other than English. This unit does not prepare individuals for the role of a translator or interpreter.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## **Pre-requisite Unit**

Nil

## **Competency Field**

Languages other than English

## **Unit Sector**

Cross-Sector

## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential outcomes.

1. Initiate communication.
2. Communicate in a language other than English to support routine workplace activities.

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Identify language needed to conduct basic communication.
- 1.2. Recognise and observe social and cultural conventions of language speaker.
- 2.1. Use appropriate simple and commonly used courtesy expressions, for greeting, farewelling, apologising and thanking.
- 2.2. Where language barriers exist, make efforts to communicate through use of gestures or basic vocabulary in the other person's language.
- 2.3. Use routinely required key words, short phrases and gestures.
- 2.4. Identify and use appropriate resources and seek assistance from those with suitable language skills.
- 2.5. Use visual techniques to enhance or replace oral communication.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

### SKILLS

Reading skills to:

- locate information to support communication process.

Oral communication skills to:

- in a language other than English:
  - support courteous and positive interactions
  - use and understand key words, phrases, short expressions and numbers.

## Unit Mapping Information

SITXLAN21\_\_ Conduct basic oral communication in a language other than English

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITXLAN001 Conduct basic oral communication in a language other than English

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- conduct the following basic workplace communication in a language other than English in at least six different oral communication exchanges:
  - listen to requests and comments
  - provide general assistance
  - provide very simple directions
- use gestures in above oral communication exchanges in a socially and culturally appropriate manner.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- cultural values and social norms relevant to the language being assessed, and associated:
  - body language
  - forms of address
  - taboo topics
- potential cross-cultural communication issues sufficient to avoid giving offence
- resources to assist with communication in a language other than English:
  - dictionaries
  - international signage:
    - ‘No Smoking’ signs
    - male and female restrooms
  - language mats
  - menus written in the specific language
  - pamphlets written in the specific language
  - phrase books
  - signs written in the specific language
  - websites with translating facilities.



## Assessment Conditions

Skills must be demonstrated in an operational environment or workplace activity for which communication in languages other than English is required. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- other people with whom the individual can interact in the relevant language; these can be:
  - customers in an industry workplace who are assisted by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation
- resources that support communication in languages other than English:
  - dictionaries and phrase books
  - language mats
  - signs
  - industry materials, written in languages other than English.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## **SITXLAN002 Conduct routine oral communication in a language other than English**

### **Modification History**

Not applicable.

### **Application**

This unit describes the performance outcomes, skills and knowledge required to understand and use a language for routine communication. It covers speaking and listening skills required to conduct routine tasks and provide simple factual information and instructions.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 1+ to 2.

The unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit can be used for the assessment of routine oral proficiency in any language other than English. This unit does not prepare individuals for the role of a translator or interpreter.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### **Pre-requisite Unit**

Nil

### **Competency Field**

Languages other than English

### **Unit Sector**

Cross-Sector

## Elements and Performance Criteria

### ELEMENTS

### PERFORMANCE CRITERIA

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Conduct routine transactions in a language other than English.

- 1.1. Identify language needed to conduct routine communications and make introductions.
- 1.2. Use appropriate courtesy expressions.
- 1.3. Use key words, phrases, gestures and sentences.
- 1.4. Provide simple advice on workplace events and topical and familiar matters.
- 1.5. Provide simple explanations of problems and their causes, and offer apologies as required.
- 1.6. Use simple terms to seek clarification from others when required.
- 1.7. Support communication with reference to workplace materials and visual information.
- 1.8. Identify need for and seek assistance from others with appropriate language skills.

2. Give simple directions and instructions using a language other than English.

- 2.1. Provide clear, succinct and simple directions and instructions using appropriate pace and correct sequence.
- 2.2. Support communication with use of appropriately sequenced expressions and questions to emphasise or clarify directions and instructions.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

### SKILLS

### DESCRIPTION

Reading skills to:

- locate information to support communication process.

Oral communication skills to:

- in a language other than English:
  - interact in a positive and courteous way
  - participate in routine communications using and understanding key words, phrases, sentences and vocabulary specific to communicating about number, time, place, distance, quantity and currency.

## Unit Mapping Information

SITXLAN22\_\_ Conduct routine oral communication in a language other than English

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITXLAN002 Conduct routine oral communication in a language other than English

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- conduct routine workplace communication in a language other than English in at least six different oral communication exchanges which together demonstrate:
  - understanding requests and comments
  - clarifying information by asking simple factual questions
  - responding to requests for factual information and simple advice
  - providing routine information and maintaining communication in relation to routine transactions
  - providing directions and instructions
  - following social and cultural conventions for the language being used.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- cultural values and social norms relevant to the language being assessed:
  - body language
  - forms of address
  - taboo topics
- cross-cultural communication issues in routine communication sufficient to conduct routine workplace transactions
- workplace materials and visual information resources:
  - hotel information signs and tags printed in the target language to assist where necessary
  - international signage:
    - 'No Smoking' signs
    - male and female restrooms
  - menus written in the specific language
  - pamphlets written in the specific language
  - pamphlets, timetables, charts, price tags and menus
  - signs written in the specific language

- signs, maps, diagrams, forms, labels and tickets.

## Assessment Conditions

Skills must be demonstrated in an operational environment or workplace activity for which communication in languages other than English is required. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- other people with whom the individual can interact in the relevant language; these can be:
  - customers in an industry workplace who are assisted by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation
- resources that support communication in languages other than English:
  - dictionaries and phrase books
  - signs and maps
  - language mats
  - industry materials, written in languages other than English.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# **SITXLAN003 Conduct oral communication in a language other than English**

## **Modification History**

Not applicable.

## **Application**

This unit describes the performance outcomes, skills and knowledge required to conduct both predictable and non-routine, varied communications, transactions and interactions in a language other than English.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

The unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. This unit does not prepare individuals for the role of a translator or interpreter.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## **Pre-requisite Unit**

Nil

## **Competency Field**

Languages other than English

## **Unit Sector**

Cross-Sector

## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential outcomes.

1. Converse with others in a language other than English.
2. Provide detailed information and advice in a language other than English.
3. Respond to unpredictable situations and problems using a language other than English.
4. Conduct negotiations at a functional level in a language other than English.

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Use techniques to extend interactions with others.
- 1.2. Seek and offer additional information and assistance to support quality of communication and service.
- 1.3. Support communication with comments on topical familiar matters, workplace business and events.
- 1.4. Use non-verbal communication to convey an acceptance of and sensitivity towards others.
- 2.1. Identify need for detailed information and advice.
- 2.2. Convey detailed information and advice using narrative and descriptive statements.
- 2.3. Repeat, paraphrase and clarify communications to avoid misunderstanding and to explain difficult points.
- 2.4. Use workplace documents, materials and other references to support explanations as required.
- 3.1. Provide appropriate advice in response to requests, unpredictable situations and problems.
- 3.2. Identify need for and seek assistance from others to better respond to the situation or problem.
- 3.3. Identify key facts of problems and facilitate solutions through open communication with relevant people.
- 3.4. Provide explanations of problems and their cause, and elaborate on details.
- 3.5. Respond to conflict and complaints with sensitivity, following appropriate social and cultural conventions.
- 3.6. Convey appropriate apologies and expressions of regret as required.
- 4.1. Facilitate negotiations at a functional level through exchange of key information and agreement on details.
- 4.2. Provide appropriate explanations about



- products and services.
- 4.3. Achieve mutual understanding and agreement.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| SKILLS                        | DESCRIPTION   |
|-------------------------------|---|
| Reading skills to:            | <ul style="list-style-type: none"><li>locate information to support communication process.</li></ul>  |
| Oral communication skills to: | <ul style="list-style-type: none"><li>in a language other than English to:<ul style="list-style-type: none"><li>interact positively and courteously in non-routine and varied interactive workplace communications</li><li>establish rapport.</li></ul></li></ul> |

## Unit Mapping Information

SITXLAN31\_\_ Conduct oral communication in a language other than English

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITXLAN003 Conduct oral communication in a language other than English

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- conduct workplace oral communication in a language other than English in six different oral communication exchanges which together demonstrate:
  - using narrative and descriptive statements
  - using repetition, clarification and paraphrasing techniques to clarify requirements, answer questions about products and services, solve problems and conflict, and reassure others
  - providing detailed information and specialised assistance in area of work activity
  - conducting product and service transactions
  - using effective non-verbal communication skills
- exchange key information in a language other than English to provide detailed information and advice about each of the following:
  - external products and services
  - internal products and services
  - medical and emergency information
  - entertainment
  - shopping.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- social and cultural conventions relevant to the language being assessed:
  - knowledge and some consistent use of forms of address
  - recognition and consideration of customs, protocols and taboos
- cross-cultural communication challenges that occur when negotiating and solving problems, and how they are addressed
- aspects of verbal and non-verbal communication that support effective negotiation and interaction in the language being assessed.

## Assessment Conditions

Skills must be demonstrated in an operational environment or workplace activity for which communication in languages other than English is required. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- other people with whom the individual can interact in the relevant language; these can be:
  - customers in an industry workplace who are assisted by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation
- resources that support communication in languages other than English:
  - dictionaries and phrase books
  - language mats
  - industry materials, written in languages other than English.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## **SITXLAN004 Conduct complex oral communication in a language other than English**

### **Modification History**

Not applicable.

### **Application**

This unit describes the performance outcomes, skills and knowledge required to conduct complex, creative, routine and non-routine communication in a language other than English. This involves very fluent listening and speaking skills at a high level of complexity to conduct negotiations, make presentations, provide oral summaries in the workplace, and participate in social and cultural activities.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

The unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. This unit does not prepare individuals for the role of a translator or interpreter.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### **Pre-requisite Unit**

Nil

### **Competency Field**

Languages other than English

### **Unit Sector**

Cross-Sector

## Elements and Performance Criteria

### ELEMENTS

### PERFORMANCE CRITERIA

Elements describe the essential outcomes

Performance criteria describe the performance needed to demonstrate achievement of the element.

- |  |  |
|--|--|
| <p>1. Conduct negotiations in a language other than English.</p>                             | <p>1.1. Establish rapport by using appropriate courtesy protocols, establishing common ground and observing social, cultural and business conventions.</p> <p>1.2. Provide explanations, information and supporting details relevant to negotiations.</p> <p>1.3. Use an appropriate range of language functions for negotiations, including introducing formal talk, using turn-taking skills, and agreeing and disagreeing tentatively.</p> <p>1.4. Use appropriate intonation, voice tone and signalling expressions effectively.</p> |
| <p>2. Deliver presentations using a language other than English.</p>                         | <p>2.1. Deliver presentations in a style that supports its objective and takes account of audience characteristics, occasion and venue.</p> <p>2.2. Present information in a logical and concise manner using appropriate sequencing and linguistic linking.</p> <p>2.3. Support presentations with relevant public speaking techniques.</p>   |
| <p>3. Participate in social and cultural activities using a language other than English.</p> | <p>3.1. Use language and language functions appropriate to varied social and cultural activities.</p> <p>3.2. Adapt and modify communication strategies and language functions as required.</p>  |
| <p>4. Provide summaries of oral communication in a language other than English.</p>          | <p>4.1. Recognise situations when the services of a professional interpreter are required, and arrange for assistance.</p> <p>4.2. Convey purpose and meaning of original utterance.</p> <p>4.3. Make appropriate comments between parties to check and clarify meaning.</p> <p>4.4. Use communication strategies and language functions that support immediate communication.</p>   |

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

## SKILLS

## DESCRIPTION

- |                               |   |
|-------------------------------|---|
| Reading skills to:            | <ul style="list-style-type: none"><li>• locate technical vocabulary in dictionaries and phrase books.</li></ul>         |
| Writing skills to:            | <ul style="list-style-type: none"><li>• take notes to support the development and delivery of a presentation.</li></ul> |
| Oral communication skills to: | <ul style="list-style-type: none"><li>• establish and maintain rapport in a language other than English.</li></ul>      |

## Unit Mapping Information

SITXLAN32\_\_ Conduct complex oral communication in a language other than English

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITXLAN004 Conduct complex oral communication in a language other than English

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- conduct the following complex workplace communications in a language other than English (rare linguistic errors may occur) in at least six different oral communication exchanges:
  - establish and maintain rapport during extended interactions, including social activities
  - make presentations to groups of people in one of the following contexts:
    - guiding or interpretive activity
    - instructing or training
    - promotional activity
    - complex information on products or services
    - sales presentation
  - conduct business negotiations
  - provide detailed information and advice in area of work activity
- demonstrate the use of each of the following during the above oral communication exchanges:
  - narrative and descriptive statements
  - repetition, clarification and paraphrasing techniques to clarify requirements, solve problems and conflict, and reassure others
  - effective extended non-verbal communication skills.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- social, cultural and business conventions relevant to the language being assessed:
  - colloquialisms
  - customs
  - dialect
  - forms of address
  - idioms
  - language conventions

- protocols and taboos
- social and cultural activities in which complex oral communications are required:
  - accompanying people to dinner
  - conference activities
  - meetings
  - professional development activities
  - tours
  - trade fairs
- cross-cultural communication challenges that occur when negotiating and solving problems, and how they are addressed
- aspects of verbal and non-verbal communication that support fluent and unhindered communication in the language being assessed
- technical vocabulary required to support specific organisational activities.

## Assessment Conditions

Skills must be demonstrated in an operational environment or activity for which communication in languages other than English is required. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- other people with whom the individual can interact in the relevant language; these can be:
  - customers in an industry workplace who are assisted by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation
- resources that support communication in languages other than English:
  - dictionaries and phrase books
  - industry materials, written in languages other than English.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>



# **SITXLAN005 Read and write information in a language other than English**

## **Modification History**

Not applicable.

## **Application**

This unit describes the performance outcomes, skills and knowledge required to read and write workplace information in a language other than English. It covers reading a range of documents and writing routine documents, such as letters and brief reports.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

This unit applies to all industry contexts and individuals working at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. This unit does not prepare individuals for the role of a translator or interpreter.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## **Pre-requisite Unit**

Nil

## **Competency Field**

Languages other than English

## **Unit Sector**

Cross-Sector

## Elements and Performance Criteria

### ELEMENTS

### PERFORMANCE CRITERIA

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Read workplace documents written in a language other than English.

- 1.1. Read routine and non-routine workplace documents.
- 1.2. Interpret accompanying visual information to support comprehension.
- 1.3. Identify main ideas, key facts and requirements.
- 1.4. Identify and take account of document tone and purpose.
- 1.5. Act on information and respond to requests, seeking assistance where required.

2. Write simple routine workplace documents in a language other than English.

- 2.1. Prepare accurate routine workplace documents using key words, phrases, simple sentences and visual aids as required.
- 2.2. Clearly and accurately convey main ideas, facts and details in written text.
- 2.3. Provide clear written directions and instructions in a correctly ordered sequence.
- 2.4. Support written communication with use of appropriately sequenced expressions and questions that help define or clarify the goal.
- 2.5. Write information in appropriate place on standard forms.
- 2.6. Adhere to workplace and cultural conventions and protocols when preparing written documents.
- 2.7. Provide written responses to documents in an appropriate form and tone.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

### SKILLS

### DESCRIPTION

Reading skills to:

- locate technical vocabulary in dictionaries and phrase books.

Oral communication skills to:

- listen to and note specific information.

Learning skills to:

- locate key information for work.

## Unit Mapping Information

SITXLAN33\_\_ Read and write information in a language other than English

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITXLAN005 Read and write information in a language other than English

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- read and write information for each of the following workplace documents in a language other than English:
  - brochure or promotional material
  - conference program
  - correspondence
  - menu or wine list
  - report
  - reservation information, schedule or itinerary
- understand and identify above document purpose, main ideas, key issues, facts, attitude and tone of written texts (infrequent use of a dictionary may be made)
- demonstrate understanding of meaning with reasonable accuracy when reading above texts related to straightforward everyday situations
- use linguistic knowledge and skills to communicate meaning effectively in each of the following forms of routine workplace documents (some errors may occur in writing, provided facts are not distorted and meaning is clear):
  - answering queries about products and services
  - conducting simple product and service transactions
  - providing factual information
  - responding to requests for general assistance and factual information.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- types of visual information in workplace documents that require interpretation:
  - diagrams
  - forms
  - labels
  - maps
  - signs

- tickets
- linguistic knowledge and writing conventions for the language being assessed:
  - grammar, spelling and punctuation conventions
  - features specific to the language
  - vocabulary and sentence structure of the language
  - technical vocabulary required to support specific organisational activities.

## Assessment Conditions

Skills must be demonstrated in an operational environment or activity where written communication in languages other than English is required. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- industry materials, written in languages other than English.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# **SITXLAN006 Read and write documents in a language other than English**

## **Modification History**

Not applicable.

## **Application**

This unit describes the performance outcomes, skills and knowledge required to read and write a range of workplace documents in a language other than English at a high level of complexity and fluency, including summarising texts, and reproducing information from texts in one language to prepare a text in another.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

The unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. This unit does not prepare individuals for the role of a translator or interpreter.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## **Pre-requisite Unit**

Nil

## **Competency Field**

Languages other than English

## **Unit Sector**

Cross-Sector

## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential outcomes.

1. Read workplace documents written in a language other than English.
2. Provide informal written translations using a language other than English.
3. Write workplace documents in a language other than English.

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Read and understand workplace documents, including explicit and implicit information, ideas, technical information and writer requirements.
- 1.2. Interpret accompanying visual and graphics material.
- 1.3. Identify the culturally-specific meaning contained in documents.
- 2.1. Capture and convey information in written texts and summaries, taking account of cultural differences.
- 2.2. Provide explanation or comments to clarify meaning as required, especially about culturally-specific details.
- 2.3. Recognise documents requiring professional translation and arrange for assistance as required.
- 3.1. Produce written workplace documents according to recognised conventions, standards and formats.
- 3.2. Ensure content of written documents is appropriate to audience and purpose.
- 3.3. Develop ideas in appropriate depth to meet the requirements of the particular context.
- 3.4. Tailor language to meet requirements of the situation.
- 3.5. Observe social and cultural conventions when writing workplace documents.
- 3.6. Write documents with minimal errors so that intended meaning is clearly conveyed to the reader.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

### SKILLS

### DESCRIPTION

- Reading skills to:
- locate technical vocabulary in dictionaries and phrase books.
- Writing skills to:
- write in a language other than English to:
    - write documents that clearly and fluently express information and ideas

- appropriately structure texts.

## Unit Mapping Information

SITXLAN34\_\_ Read and write documents in a language other than English

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>



# Assessment Requirements for SITXLAN006 Read and write documents in a language other than English

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- read and write information in a language other than English for each of the following organisational documents required to fulfil a given job role:
  - brochure or promotional material
  - correspondence
  - media release
  - presentation for customers or colleagues
  - product or operations manual
  - quotation
  - report
- demonstrate understanding of meaning with reasonable accuracy when reading above documents
- write each of the above workplace documents with clear and fluent expression of information and ideas, correct structure, and appropriate style and tone for the audience and workplace situation (rare linguistic errors may occur).

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- linguistic knowledge and writing conventions for the language being assessed:
  - grammar, spelling and punctuation conventions
  - social, workplace and cultural conventions
  - ways to convey nuances of meaning
- technical vocabulary for specific workplace activities
- standard formats and protocols for organisation documents relevant to the workplace.

## Assessment Conditions

Skills must be demonstrated in an operational environment or activity where written communication in languages other than English is required. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- industry documents, written in languages other than English.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# SITXMG T001 Monitor work operations

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to oversee and monitor the quality of day-to-day work. It requires the ability to communicate effectively with team members, plan and organise operational functions, and solve problems.

The unit applies to all industry sectors, and to individuals operating at a team leading, supervisory or frontline management level.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## Pre-requisite Unit

Nil

## Competency Field

Management and Leadership

## Unit Sector

Cross-Sector

## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential outcomes.

1. Monitor and improve workplace operations.

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1.1. Monitor efficiency and service levels through close contact with day-to-day operations.

1.2. Ensure workplace operations support overall organisational goals and quality assurance initiatives.

1.3. Identify quality problems and issues and make appropriate

- adjustments to procedures and systems, with relevant approvals.
- 1.4. Proactively consult with colleagues about ways to improve efficiency and service levels, including potential for new technologies and other innovations.
  - 1.5. Provide feedback to colleagues and management to inform future planning.
  - 1.6. Identify and take opportunities to evaluate current and emerging industry trends and practices for relevance to own work situation.
  - 1.7. Assess and respond to opportunities to improve sustainability of day-to-day operations.
2. Plan and organise workflow.
    - 2.1. Assess current workloads, and schedule work to maximise efficiency and customer service quality within budget constraints.
    - 2.2. Delegate work according to principles of delegation.
    - 2.3. Assess workflow and progress against agreed objectives and timelines.
    - 2.4. Assist colleagues in prioritising workload through supportive feedback and coaching.
    - 2.5. Provide timely input to appropriate management regarding staffing needs.
  3. Monitor and support team members.
    - 3.1. Monitor team and individual performance against agreed goals and objectives.
    - 3.2. Proactively share information, knowledge and experiences with team members.
    - 3.3. Challenge and test ideas within the team in a positive and collaborative way.
    - 3.4. Provide feedback, coaching and support to team members.
    - 3.5. Complete and submit organisation records as required.
  4. Solve problems and make decisions.
    - 4.1. Identify and analyse workplace problems from an operational and customer service perspective.
    - 4.2. Initiate short-term actions to resolve immediate problems where appropriate.
    - 4.3. Analyse problems for long-term impact, and assess and action potential solutions in consultation with relevant colleagues.
    - 4.4. Where a team member raises a problem, encourage individual participation in solving it.
    - 4.5. Take follow-up action to monitor effectiveness of solutions.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| SKILLS                             | DESCRIPTION  |
|------------------------------------|--|
| Reading skills to:                 | <ul style="list-style-type: none"><li>interpret varied and wide ranging information of an operational nature.</li></ul>  |
| Numeracy skills to:                | <ul style="list-style-type: none"><li>develop schedules and timelines for team activities.</li></ul>   |
| Problem-solving skills to:         | <ul style="list-style-type: none"><li>evaluate internal and external business information</li><li>anticipate and respond to unpredictable operational problems and situations at a frontline management level.</li></ul> |
| Planning and organising skills to: | <ul style="list-style-type: none"><li>coordinate multiple and potentially competing operational priorities.</li></ul>  |

## Unit Mapping Information

SITXMG T401 Monitor work operations

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITXMG001 Monitor work operations

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- plan and organise workflow for a team operation or activity that takes into account at least six of the following contingencies:
  - delays and time difficulties
  - difficult customer service situations
  - equipment breakdown or technical failure
  - financial resources
  - staffing levels and skill profiles
  - rostering requirements
  - staff performance
  - procedural requirements
  - product development and marketing
- monitor and respond to team-based operational and service issues during the above operation or activity
- complete each of the following organisational records for the above operation or activity:
  - performance reports
  - staff records.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- work organisation and planning methods appropriate to the industry sector
- leadership and management roles and responsibilities in the relevant industry sector
- operational functions in the relevant industry sector
- procedures and systems to support work operations:
  - administration
  - health and safety
  - human resources
  - service standards

- technology
- work practices
- concepts of quality assurance and how it is managed and implemented in the workplace
- sustainability considerations for frontline operational management:
  - relationship between operational efficiency and financial sustainability
  - ways of minimising waste in the relevant work context
  - social responsibilities of the operation
- time management principles and their application to leaders and managers for planning own work and the work of others
- principles of effective delegation and delegation techniques in a frontline management context:
  - clear communication of what is required
  - gaining commitment
  - no undue interference
  - regular reporting
  - selecting the right person
- problem-solving and decision making processes and techniques and their application to typical workplace issues
- industrial or legislative issues that affect short-term work organisation appropriate to the industry sector:
  - relationship of relevant industrial awards to hours and conditions of work
  - ensuring systems and procedures meet work health and safety requirements.

## Assessment Conditions

Skills must be demonstrated in a business operation or activity in any industry where the individual can monitor work activities. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- organisational documents and templates:
  - performance reports
  - rosters
  - staff reports
- a team for whom the individual can plan and organise workflow; this can be:
  - teams in an industry workplace who are assisted by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>



## SITXMG T002 Establish and conduct business relationships

### Modification History

Not applicable.

### Application

This unit describes the performance outcomes, skills and knowledge required to establish and manage positive business relationships. It requires the ability to use high-level communication and relationship building skills to conduct formal negotiations and make commercially significant business-to-business agreements.

The unit applies to all industry sectors, and to individuals who take responsibility for making decisions about purchasing or marketing activities. They also oversee the maintenance of contracts or agreements. This could include senior operational personnel, sales and marketing personnel, managers or owner-operators of small businesses. Agreements may relate to corporate accounts, service contracts, agency agreements, venue contracts, rate negotiations, preferred product agreements, supply agreements and marketing agreements.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### Pre-requisite Unit

Nil

### Competency Field

Management and Leadership

### Unit Sector

Cross-Sector

### Elements and Performance Criteria

#### ELEMENTS

Elements describe the essential outcomes.

#### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Build business relationships.
  - 1.1. Establish relationships in line with organisational requirements and protocols.
  - 1.2. Use effective communication skills and techniques to build business relationships.
  - 1.3. Proactively identify and take up opportunities to maintain regular contact with customers and suppliers.
2. Conduct negotiations.
  - 2.1. Use negotiation techniques in line with professional and organisational protocols to maximise benefits of relationship for all parties.
  - 2.2. Incorporate feedback and input from colleagues into negotiation where appropriate.
  - 2.3. Communicate results of negotiations to appropriate colleagues and stakeholders within appropriate timeframes.
3. Make formal business agreements.
  - 3.1. Confirm agreements in writing according to organisational requirements, using formal contracts where appropriate.
  - 3.2. Obtain approvals for all aspects of formal agreements according to organisational procedures.
  - 3.3. Evaluate and act on the need for specialist advice as required.
4. Foster and maintain business relationships.
  - 4.1. Proactively seek, review, and act upon information needed to maintain sound business relationships.
  - 4.2. Honour agreements within scope of individual responsibility, complying with agreed terms.
  - 4.3. Take account of agreed performance indicators.
  - 4.4. Make adjustments to agreements in consultation with customer or supplier and share information with appropriate colleagues.
  - 4.5. Nurture relationships through regular contact and use of effective interpersonal and communication styles.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| SKILLS             | DESCRIPTION  |
|--------------------|--|
| Reading skills to: | <ul style="list-style-type: none"> <li>• interpret potentially complex agreements, conditions and contracts.</li> </ul>        |
| Writing skills to: | <ul style="list-style-type: none"> <li>• develop or participate in the development of formal commercial agreements.</li> </ul> |
| Oral communication | <ul style="list-style-type: none"> <li>• conduct at times complex negotiations of significant commercial value.</li> </ul>     |

skills to:

- Numeracy skills to:
- evaluate commercial data and cost structures.
- Problem-solving skills to:
- evaluate potentially complex internal and external issues that affect professional relationships and business negotiations and identify appropriate options to resolve them
  - anticipate and respond to challenges in the negotiation process.
- Initiative and enterprise skills to:
- proactively seek opportunities for building business relationships.

## Unit Mapping Information

SITXMG T501 Establish and conduct business relationships

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITXMG002 Establish and conduct business relationships

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- establish and maintain business relationships with at least two of the following:
  - cooperative partner with organisation
  - contractor
  - customer
  - networks
  - supplier
- conduct formal negotiations, or make and manage agreements and contracts in relation to the two relationships established above, relevant to the specific business context
- demonstrate the use of high-level communication and relationship building skills when conducting formal negotiations and making commercially significant business-to-business agreements in the above business relationships.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- commercial context for business relationships in the relevant industry sector and related:
  - industry structure and interrelationships
  - sources of supply
  - distribution and marketing networks
  - professional networks
- opportunities to maintain regular contact with customers and suppliers:
  - association membership
  - cooperative promotions
  - industry functions
  - informal social occasions
  - program of regular telephone contact
  - social media
- principles of negotiation, stages in the negotiating process, and different negotiation techniques that can be applied

- nature of agreements and contracts in the relevant industry sector and their key role, features and inclusions
- key components of contract law at an overview level:
  - terms and obligations of contract
  - methods of contractual agreement
  - exclusion clauses
  - dispute resolution clause
  - termination of contracts
- other legal requirements that impact negotiations and agreements in the relevant industry.

## Assessment Conditions

Skills must be demonstrated in an environment or activity in any industry sector where contracts are negotiated and agreed. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- other people with whom business relationships can be established; these can be:
  - those in an industry workplace who are assisted by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.
- materials that support the negotiation process:
  - preparatory facts and statistics
  - key performance indicators
  - market information.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## SITXMG T003 Manage projects

### Modification History

Not applicable.

### Application

This unit describes the performance outcomes, skills and knowledge required to develop project plans, implement project activities, monitor progress to ensure objectives are achieved, and evaluate all aspects of projects.

The unit applies to all tourism, travel, hospitality and event sectors and the project could relate to event planning and execution, product development, research or initiatives such as the introduction of new workplace systems or technologies.

It applies to senior personnel who operate independently or with limited guidance from others and who are responsible for making a range of operational business and project management decisions.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### Pre-requisite Unit

Nil

### Competency Field

Management and Leadership

### Unit Sector

Cross-Sector

### Elements and Performance Criteria

#### ELEMENTS

Elements describe the essential outcomes.

#### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Define project scope.
  - 1.1. Identify project objectives, budget, scope of activities and deliverables.
  - 1.2. Clarify relationship of project to others and to overall organisational objectives.
  - 1.3. Identify stakeholders and their requirements for consultation and involvement in project activities.
  - 1.4. Confirm administrative structure for project management, individual responsibility and reporting hierarchy.
  - 1.5. Determine required resources for the project.
2. Develop project plan.
  - 2.1. Consult with stakeholders to facilitate input and to achieve approval for project plan.
  - 2.2. Determine risk, and regulatory and sustainability issues and incorporate them into plan.
  - 2.3. Integrate quality, financial, human and physical resource specifications for project activities.
  - 2.4. Develop and integrate project evaluation methods.
  - 2.5. Plan internal and external communications, public relations and marketing approaches.
  - 2.6. Document integrated project management plan.
  - 2.7. Communicate plan and roles and responsibilities to all involved.
3. Administer and monitor project.
  - 3.1. Implement project activities according to plan and in conjunction with stakeholders and project team members, providing support and assistance as required.
  - 3.2. Implement financial and quality control systems according to project plan.
  - 3.3. Monitor progress to ensure objectives, deliverables, timelines, cost and quality of project are achieved.
  - 3.4. Identify deviations from plan, assess and take action to realign project activities to meet objectives.
  - 3.5. Determine and act on the need for project variations, including additional project resources.
  - 3.6. Provide progress and final reports according to project requirements.
  - 3.7. Complete project within agreed timelines.
4. Evaluate project.
  - 4.1. Assess project effectiveness at specified stages, using agreed evaluation methods.
  - 4.2. Evaluate completed project for administrative efficiency, quality and achievement of objectives.
  - 4.3. Report outcomes to stakeholders and use information to enhance future project planning and management activities.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| SKILLS                             | DESCRIPTION   |
|------------------------------------|---|
| Reading skills to:                 | <ul style="list-style-type: none"> <li>interpret potentially complex reports, comparing project outcomes against planned deliverables.</li> </ul>                         |
| Writing skills to:                 | <ul style="list-style-type: none"> <li>write quantitative and qualitative evaluation criteria.</li> </ul>   |
| Numeracy skills to:                | <ul style="list-style-type: none"> <li>interpret project budgets for diverse components</li> <li>develop resource specifications within budgetary parameters.</li> </ul>  |
| Problem-solving skills to:         | <ul style="list-style-type: none"> <li>evaluate and respond to complex, interrelated and potentially conflicting factors within project management activities.</li> </ul> |
| Planning and organising skills to: | <ul style="list-style-type: none"> <li>manage interrelated aspects of a complex project and project timelines.</li> </ul>   |
| Technology skills to:              | <ul style="list-style-type: none"> <li>use computers, word processing and software packages for project management.</li> </ul>  |

## Unit Mapping Information

SITXMGT502 Manage projects

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>



# Assessment Requirements for SITXMGF003 Manage projects

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- develop and implement a plan for a project, addressing one or more of the following objectives:
  - community or industry development
  - economic or social benefits
  - education or training
  - profit
  - research
- administer and monitor the following components of the above project:
  - dedicated project budget and financial control system
  - administrative components involving individual responsibility and reporting hierarchy for at least two of the following:
    - advisory or reference group
    - consultants, contractors and suppliers
    - organisational management
    - project management committee
    - secretariat
  - progress against project objectives
  - quality control system
  - risk, regulatory and sustainability issues
- lead a project team and liaise with a wide range of stakeholders during the planning and implementation phases of the above project, providing at least two of the following forms of support and assistance as appropriate:
  - additional resources
  - formal training opportunities
  - informal coaching and feedback
  - moderation and joint planning sessions
  - regular meetings and briefings
  - representing team interests in wider forums
- demonstrate sound administrative processes when planning and implementing the above project within required timeframes.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- project management processes and the project life cycle:
  - planning and requirements of project plans:
    - objectives
    - deliverables, scheduling and milestones
    - allocation of roles and responsibilities
  - documentation and role of technology
  - monitoring and control systems
  - evaluation criteria, both quantitative and qualitative and methods for measuring the success of project objective
- project management plan inclusions:
  - budget
  - consultation strategies
  - internal and external communication processes and channels
  - key milestones
  - marketing strategies
  - objectives and outcomes
  - personnel
  - priorities and key milestones
  - quality assurance process
  - reporting requirements
  - responsibilities of project personnel and stakeholders
  - risk management and contingency plans
  - safety initiatives
  - selection or tendering process
  - sponsors
  - stages
  - sustainability considerations
  - timeframes
- industry sector and organisation:
  - role of various project management personnel and stakeholders in the management of projects
  - reporting hierarchy
  - administrative structure:
    - advisory and reference groups
    - consultants
    - consultative groups
    - contractors and suppliers

- internal or external project manager
- management
- management committee
- secretariat
- risk, regulatory and sustainability issues for project management, particularly those related to:
  - financial management
  - human resource management
  - physical resource management
- potential stakeholders in a project:
  - community agencies
  - customer or client
  - funding bodies
  - government departments or statutory authorities
  - host organisation
  - industry associations
  - internal personnel
  - management
  - management committee
  - media
  - regulatory authorities
  - sponsors.

## Assessment Conditions

Skills must be demonstrated in an operational tourism, travel, hospitality or events business operation or activity for which projects are managed. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- projects to be managed by the individual
- information and communications technology currently used to manage projects
- physical and financial resources to support the project
- a project team for whom the individual is a leader
- project stakeholders with whom the individual can interact; these can be:
  - those in an industry workplace who are assisted by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# SITXMPR001 Coordinate production of brochures and marketing materials

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to coordinate the development process for brochures and other marketing materials from a content and production perspective.

The unit applies to all industry sectors and all types of marketing materials, both physical and virtual. Individuals working independently with limited supervision undertake this role. Depending on the business context, this could include sales and marketing personnel, managers, and owner-operators of small businesses.

This unit reflects the general skills needed by those involved in sales and marketing activities and does not include the skills required by professional graphic designers or copywriters.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## Pre-requisite Unit

Nil

## Competency Field

Marketing and Public Relations

## Unit Sector

Cross-Sector

## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to

- |  |   |
|--|---|
| outcomes.  | demonstrate achievement of the element.   |
| 1. Plan production of brochures and marketing materials.       | <ul style="list-style-type: none"> <li>1.1. Plan production of brochures and marketing materials according to marketing objectives.</li> <li>1.2. Evaluate factors that impact on nature of materials and development process, including sustainability considerations.</li> <li>1.3. Create production plans, including timelines, responsibilities, budget and contingency measures.</li> </ul> |
| 2. Produce information for inclusion.                          | <ul style="list-style-type: none"> <li>2.1. Produce or obtain accurate and complete information for inclusion.</li> <li>2.2. Present information that promotes the business in a clear format and a culturally appropriate way.</li> </ul>  |
| 3. Obtain quotations for artwork and printing as appropriate.  | <ul style="list-style-type: none"> <li>3.1. Provide accurate and complete specifications to quoting organisations within appropriate timeframe.</li> <li>3.2. Obtain quotations with details of potential variations to cost and conditions that may apply.</li> </ul>  |
| 4. Develop final copy for brochures and marketing materials.   | <ul style="list-style-type: none"> <li>4.1. Develop copy using basic creative writing techniques or obtain from relevant source.</li> <li>4.2. Integrate accurate, practical and operational details.</li> <li>4.3. Present accurate information about costs and conditions.</li> <li>4.4. Check copy for accuracy prior to submission for production.</li> </ul>                                 |
| 5. Coordinate production of brochures and marketing materials. | <ul style="list-style-type: none"> <li>5.1. Liaise with production personnel and monitor schedule.</li> <li>5.2. Check and correct production work as required.</li> <li>5.3. Approve artwork according to organisational guidelines.</li> <li>5.4. Obtain and deliver materials on schedule or action contingency measures.</li> </ul>   |

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

### SKILLS

### DESCRIPTION

- Reading skills to:
- interpret quotations and product conditions
  - proofread and edit draft materials
  - create copy or check quality of outsourced copy
  - research information for inclusion from varied and potentially unfamiliar sources.
- Oral communication skills to:
- collaborate with others on technical, organisational and creative issues.
- Numeracy skills to:
- calculate costs and quantities of materials to be produced
  - work with:
    - numerical concepts of size, shape and layout
    - detailed product costings.
- Problem-solving skills to:
- evaluate factors that impact on production of marketing materials
  - respond to challenges that arise in the production of marketing materials.
- Technology skills to:
- liaise with others about technical production issues
  - work with current industry marketing technologies.

## Unit Mapping Information

SITXMPR401 Coordinate production of brochures and marketing materials

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITXMPR001 Coordinate production of brochures and marketing materials

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- produce at least three of the marketing materials listed in the knowledge evidence, coordinating all aspects of the development process within specified deadlines
- produce each of the above marketing materials to:
  - meet stated objectives
  - provide current and accurate information
- proofread each of the above to ensure they are free of errors.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- key features of marketing materials:
  - advertising material
  - conference program or registration form
  - destination guide
  - direct mail piece
  - display material
  - event prospectus
  - invitation
  - product brochure
  - product support manual
  - promotional flyer or leaflet
  - venue maps
- objectives of marketing materials and the markets for which material is required
- physical and virtual media marketing opportunities
- factors that impact production of materials in both physical and virtual contexts:
  - accessibility for those with disabilities
  - availability of information
  - design issues:



- style
- size
- legal requirements
- marketing considerations:
  - distribution considerations
  - market for review of competitive materials
  - objectives
- resource constraints:
  - budget
  - in-house capability
- technology:
  - digital media opportunities
- objectives of the material
- sustainability considerations
- time parameters
- current digital print production technologies, processes and terminology
- printing and industry conventions in relation to placement of information, page numbering and copyright information
- specification inclusions:
  - conditions of contract
  - delivery platform
  - interactivity requirements
  - layout and style of text
  - number of colours
  - number of photographs
  - production and delivery deadlines
  - size
  - total number required
  - type of paper (for print-based materials)
- quality indicators in marketing material production:
  - readability
  - photographic quality
  - effective use of colour
  - spacing requirements
- creative writing techniques used for the content of brochures and other marketing materials
- procedures and requirements for preparation and proofing of material
- copyright laws and restrictions that apply to the inclusion of certain content in brochures and other marketing materials
- procedures for copyright clearance of restricted materials

- trade practices requirements around the need for accuracy of information in marketing materials.

## Assessment Conditions

Skills must be demonstrated in an operational business environment for which brochures and marketing materials can be developed. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- current information and communications technology for the development of content
- suppliers of graphic design services, print production organisations and copywriters with whom the individual can interact; these can be:
  - those in an industry workplace who are assisted by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## SITXMPR002 Create a promotional display or stand

### Modification History

Not applicable.

### Application

This unit describes the performance outcomes, skills and knowledge required to create a display or stand for promotional purposes. It requires the ability to identify the objectives of the promotion, determine the audience, select all display components and assemble the display or stand.

The unit applies to all industry sectors. Individuals working with some level of independence create displays at promotional events or within their own workplaces. This includes sales and marketing personnel, managers, and owner-operators of small businesses. Displays may be used to promote any product, service, or event; a group of products cooperatively marketed, or even a whole city, region or tourism precinct.

This unit does not cover the skills of a specialist display designer or visual merchandiser.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### Pre-requisite Unit

Nil

### Competency Field

Marketing and Public Relations

### Unit Sector

Cross-Sector

### Elements and Performance Criteria

#### ELEMENTS

#### PERFORMANCE CRITERIA

Elements describe the

Performance criteria describe the performance needed to

- essential outcomes. demonstrate achievement of the element.
1. Make preparations for display or stand.
    - 1.1.Determine display or stand objectives in consultation with appropriate colleagues.
    - 1.2.Obtain operational information to assist in display or stand preparation to allow time for adequate planning.
    - 1.3.Plan display or stand to meet target audience needs.
    - 1.4.Select and organise adequate display supplies and transportation arrangements according to display plan.
    - 1.5.Identify need for, and seek assistance from, display specialists where appropriate.
  2. Create display.
    - 2.1.Create or dress display or stand, making creative use of available materials and supplies.
    - 2.2.Consider the elements and principles of design in creating the display.
    - 2.3.Use display techniques that maximise visual appeal of display and reflect nature of product or service being promoted.
    - 2.4.Use display equipment correctly and safely.
    - 2.5.Check display or stand to ensure safety of colleagues and customers.
    - 2.6.Disassemble display safely and according to organisational procedures.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| SKILLS                             | DESCRIPTION   |
|------------------------------------|---|
| Reading skills to:                 | <ul style="list-style-type: none"> <li>• interpret information about the needs of the target audience and operational aspects of the display or stand.</li> </ul> |
| Numeracy skills to:                | <ul style="list-style-type: none"> <li>• work with concepts of size, space and layout.</li> </ul>   |
| Problem-solving skills to:         | <ul style="list-style-type: none"> <li>• evaluate options for creative display.</li> </ul>  |
| Planning and organising skills to: | <ul style="list-style-type: none"> <li>• coordinate practical and creative aspects of display creation.</li> </ul>  |

## Unit Mapping Information

SITXMPR402 Create a promotional display or stand

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITXMPR002 Create a promotional display or stand

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- create two different displays and dress two different promotional stands to meet specific organisational objectives
- use three of the following in the above displays and stands:
  - cultural artefacts
  - fabric
  - flags
  - freestanding display options
  - local produce
  - printed materials
  - product samples
  - signs
  - three-dimensional (3-D) materials
- create the above displays and stands:
  - applying the elements and principles of design
  - safely and within typical workplace time constraints.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- industry contexts in which displays are used:
  - information centre displays
  - promotional functions
  - shopping centre promotions
  - trade and consumer shows
  - window displays
- information to be considered when preparing a promotional display or stand:
  - budget allocation
  - floor plans

- nature of display area
- need for utilities
- need for waste management
- work health and safety requirements
- security
- set-up times and duration
- type of surface on which display is to be created
- materials and equipment used for display in different locations and settings
- elements and principles of design as they apply to the creation of displays
- visual merchandising techniques using commonly available materials, and techniques for maximising the effectiveness of collateral in displays
- work health and safety practices for transporting, carrying and assembling the display or stand
- safety issues associated with the construction and operation of promotional displays and stands in different venues.

## Assessment Conditions

Skills must be demonstrated in an operational business environment or activity. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- display space or promotional stand
- display and promotional materials used in the relevant industry sector
- display supplies:
  - adhesives and velcro
  - audio-visual systems
  - balloons and other decorations
  - collateral materials
  - computers
  - floral arrangements and potted plants
  - furniture
  - mobiles
  - pins
  - scissors
  - string.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>



## SITXMPR003 Plan and implement sales activities

### Modification History

Not applicable.

### Application

This unit describes the performance outcomes, skills and knowledge required to plan and implement sales activities. It requires the ability to identify and analyse market and customer needs, proactively target current and new customers, plan the operation of sales calls, make calls and prepare sales reports.

The unit applies to all industry sectors, and to those responsible for coordinating sales activities within the parameters of an established sales strategy. Individuals working independently with limited supervision undertake this role. This could include sales and marketing personnel or managers and owner-operators of small businesses.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### Pre-requisite Unit

Nil

### Competency Field

Marketing and Public Relations

### Unit Sector

Cross-Sector

### Elements and Performance Criteria

#### ELEMENTS

#### PERFORMANCE CRITERIA

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Plan sales activities.

1.1. Plan sales activities for existing and potential customers according to marketing plan or other organisational systems.

- 1.2. Identify, analyse and incorporate organisation, customer and market information into sales planning process.
- 1.3. Source prospects and create profiles.
- 1.4. Proactively seek and evaluate innovative sales opportunities and take advantage of new technologies and media.
- 1.5. Estimate potential revenue, based on analysis of information and in consultation with appropriate colleagues.
- 1.6. Plan activities and practical sales call patterns that maximise opportunities to meet individual and team targets and are consistent with legal, ethical and sustainability requirements.
2. Prepare for sales calls.
  - 2.1. Make sales call appointments in advance where appropriate.
  - 2.2. Develop sales call strategies and tactics based on market knowledge, current sales focus and consultation with colleagues.
  - 2.3. Gather information and support materials to support sales calls.
3. Make sales calls.
  - 3.1. Make sales calls according to agreed call patterns.
  - 3.2. Build relationships with customers through use of effective interpersonal communication styles.
  - 3.3. Develop customer trust and confidence through demonstration of personal and professional integrity.
  - 3.4. Proactively identify and resolve customer issues and problems.
  - 3.5. Use selling techniques to maximise opportunities to meet or exceed sales targets.
  - 3.6. Provide current, accurate and relevant information on product features and benefits according to current marketing focus.
  - 3.7. Encourage feedback from customers and proactively seek market intelligence.
4. Review and report on sales activities.
  - 4.1. Review activities according to agreed evaluation methods and incorporate results into future sales planning.
  - 4.2. Prepare sales reports according to organisational policy and required timeframes.
  - 4.3. Present current and clear market intelligence to those responsible for sales and marketing planning.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

### SKILLS

### DESCRIPTION

- |                           |  |
|---------------------------|--|
| Oral communication skills | <ul style="list-style-type: none"> <li>• establish and conduct positive business relationships.</li> </ul> |
|---------------------------|--|

to:

- Numeracy skills to:
- calculate potential sales revenues
  - create and interpret sales statistics.
- Problem-solving skills to:
- proactively identify and respond to operational or more systemic customer problems.
- Initiative and enterprise skills to:
- proactively identify and respond to new opportunities.
- Technology skills to:
- use current sales management systems.

## Unit Mapping Information

SITXMPR403 Plan and implement sales activities

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITXMPR003 Plan and implement sales activities

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- plan and implement sales activities according to organisational requirements for at least two different operations, products or services, including conducting at least one sales call as part of the activities for each operation, product or service
- use effective communication skills during sales calls that are part of above sales activities
- prepare a report on each of the above sales activities.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- principles of selling, sales communication and relationship building
- industry structures and interrelationships, industry networks and information sources
- industry and market knowledge appropriate to the sector and organisation:
  - distribution and marketing networks, especially those that support the product or service being promoted
  - commission structures
  - current customer and market trends
  - links between sales and other areas of organisational operations
- structure and content of marketing plans and the role of sales in the overall marketing mix
- information inputs into sales planning process:
  - competitive activity
  - current sales figures for nominated periods
  - financial statistics
  - market trends
  - sales and marketing reports
- sales call strategies and tactics:
  - focus on specific products or offers
  - response to competitive activity
  - use of individual customer history
- legal issues that impact on sales activities and sales personnel:

- Australian consumer law
- work health and safety obligations
- ethical considerations for sales personnel:
  - honesty in sales
  - targeting particular groups in the community
- sustainability considerations for sales activities:
  - reducing waste of printed materials
  - sustainability as a sales tool.

## Assessment Conditions

Skills must be demonstrated in an operational business operation or activity for which the individual can conduct sales activities for products or services. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- current information and communications technology used by industry to manage sales activities
- marketing plans, operational sales documents, sales reports and sales support materials
- other people with whom the individual can interact; these can be:
  - those in an industry workplace who are assisted by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## SITXMPR004 Coordinate marketing activities

### Modification History

Not applicable.

### Application

This unit describes the performance outcomes, skills and knowledge required to plan and coordinate a range of marketing and promotional activities at an operational level. The unit incorporates knowledge of marketing principles.

The unit applies to all industry sectors, and to individuals who are responsible for coordinating marketing activities within the parameters of an established marketing strategy. Individuals working independently with limited supervision undertake this role. This could include marketing coordinators or managers and owner-operators of small businesses.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### Pre-requisite Unit

Nil

### Competency Field

Marketing and Public Relations

### Unit Sector

Cross-Sector

### Elements and Performance Criteria

#### ELEMENTS

Elements describe the essential outcomes.

1. Plan and organise marketing activities.

#### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Plan marketing activities according to marketing plan or other organisational systems.
- 1.2. Identify, analyse and incorporate relevant market information

- and legal, ethical and sustainability requirements into short-term planning.
- 1.3. Confirm target markets and marketing medium.
- 1.4. Evaluate potential and suitability of marketing opportunities that arise.
- 1.5. Proactively seek and evaluate innovative marketing opportunities, including use of new technologies and media.
- 1.6. Develop and implement action plans to address operational details.
- 2. Undertake a general public relations role.
  - 2.1. Establish and conduct positive relationships with industry and media colleagues.
  - 2.2. Use networks to support marketing activities.
  - 2.3. Develop public relations resources as required, including media releases and industry or media support materials.
- 3. Review and report on marketing activities.
  - 3.1. Review activities according to agreed evaluation methods and incorporate results into future planning.
  - 3.2. Prepare reports according to organisational policy and required timeframes.
  - 3.3. Present current and clear market intelligence to inform sales and marketing planning.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| <b>SKILLS</b>                      | <b>DESCRIPTION</b>   |
|------------------------------------|--|
| Reading skills to:                 | <ul style="list-style-type: none"> <li>• interpret market trend information and marketing plans.</li> </ul>  |
| Numeracy skills to:                | <ul style="list-style-type: none"> <li>• work within marketing budgets.</li> </ul>   |
| Problem-solving skills to:         | <ul style="list-style-type: none"> <li>• evaluate the potential of different marketing activities</li> <li>• proactively identify and respond to potentially complex implementation challenges.</li> </ul> |
| Planning and organising skills to: | <ul style="list-style-type: none"> <li>• coordinate diverse and unpredictable operational details.</li> </ul>  |
| Self-management skills to:         | <ul style="list-style-type: none"> <li>• take responsibility for quality and outcomes of marketing activities.</li> </ul>  |
| Technology skills to:              | <ul style="list-style-type: none"> <li>• work with current web-based marketing technologies.</li> </ul>  |

## Unit Mapping Information

SITXMPR404 Coordinate marketing activities

### Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>



# Assessment Requirements for SITXMPR004 Coordinate marketing activities

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- plan and coordinate at least two different marketing activities for an operation, product or service
- use industry networks, information sources, and distribution and marketing networks when planning and coordinating the above activities
- reflect types of marketing activities used in the relevant industry sector and major industry promotional events in the above activities
- apply marketing principles to each marketing activity
- evaluate and report on each of the above marketing activities against the following criteria:
  - consistency with overall marketing direction
  - exposure that was achieved
  - matching attendees to target market
  - cost-effectiveness of financial and human resources
  - completion within established timeframe.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- content and structure of marketing plans
- key marketing principles:
  - marketing management process
  - the four Ps: product, place, price and promotion
  - SWOT analysis: strengths, weaknesses, opportunities and threats
- industry structure and interrelationships, industry networks and information sources
- industry and market knowledge appropriate to the sector and organisation:
  - distribution and marketing networks, especially those that support the product or service being promoted
  - e-business marketing options and major promotional events
  - commission structures

- current customer and market trends and preferences
- features, benefits and practical application of marketing activities commonly used in the service industries:
  - advertising
  - familiarisations
  - in-house promotions
  - public relations
  - social media
  - trade and consumer shows
  - signage and display
- information inputs into the planning process:
  - competitive activity
  - financial statistics
  - marketing reports
  - marketplace trends
  - sales reports
- considerations in evaluating the suitability of marketing activities:
  - consistency with overall marketing direction
  - exposure to be achieved
  - matching of attendees to target markets
  - resource considerations:
    - financial
    - human
  - timing of activity or event
- operational details relevant to the coordination of marketing activities:
  - administrative and procedural requirements
  - availability of promotional materials
  - available technology
  - contracting of other services
  - equipment requirements
  - need for external assistance
  - potential for cooperative approaches
  - public relations implications
  - staffing requirements and briefings
  - strategies to ensure maximum benefits
  - travel arrangements
- legal issues that impact on the marketing of products and services
- ethical considerations for marketing activities:
  - appropriate use of images and text
  - protection of children

- targeting of particular groups in the community
- sustainability considerations for marketing activities:
  - reducing waste of printed materials
  - sustainability as a marketing tool.

## Assessment Conditions

Skills must be demonstrated in an operational business environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- products or services for which the individual can conduct marketing activities
- current information and communications technology used by industry for marketing activities
- marketing plans, operational marketing documents, action plans and marketing reports.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# SITXMPR005 Participate in cooperative online marketing initiatives

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to evaluate online cooperative tourism marketing initiatives, provide appropriate website content, and update this content using remote authoring skills. It requires a general knowledge of online marketing initiatives in the tourism industry and the basic technical skills that allow business operators to participate effectively in these initiatives.

The unit applies to all industry sectors. Individuals working independently with limited guidance from others undertake this role. This could include sales and marketing personnel, managers, and owner-operators of small businesses.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## Pre-requisite Unit

Nil

## Competency Field

Marketing and Public Relations

## Unit Sector

Cross-Sector

## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential outcomes.

1. Evaluate online

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1.1.Source and evaluate information about current online

|  |  |
|--|--|
| cooperative marketing initiatives.                         | cooperative marketing initiatives and sites for potential value to the business.<br>1.2. Select initiatives that respond to business requirements.<br>1.3. Evaluate additional skills, equipment or other resources required to participate.   |
| 2. Provide online content in appropriate format and style. | 2.1. Review content requirements set down by administrator of cooperative initiative.<br>2.2. Develop content suited to an online environment and administrator requirements.<br>2.3. Identify, organise and prepare appropriate images for inclusion.<br>2.4. Upload content according to guidelines and protocols. |
| 3. Use remote authoring to update content.                 | 3.1. Develop protocols for regular and timely updating of content in cooperative sites.<br>3.2. Update content using remote authoring techniques according to requirements of cooperative site.<br>3.3. Evaluate content and outcomes of participation, and identify and address issues arising.                     |

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| <b>SKILLS</b>                      | <b>DESCRIPTION</b>   |
|------------------------------------|--|
| Reading skills to:                 | <ul style="list-style-type: none"> <li>• research information from varied and unfamiliar sources about online marketing initiatives</li> <li>• read and interpret technical requirements of the initiative.</li> </ul> |
| Numeracy skills to:                | <ul style="list-style-type: none"> <li>• work with numerical features of digital technologies.</li> </ul>  |
| Problem-solving skills to:         | <ul style="list-style-type: none"> <li>• identify and respond to technical issues with online content.</li> </ul>  |
| Planning and organising skills to: | <ul style="list-style-type: none"> <li>• coordinate the different requirements for participating in a cooperative initiative.</li> </ul>   |
| Technology skills to:              | <ul style="list-style-type: none"> <li>• manipulate digital images.</li> </ul>   |

## Unit Mapping Information

SITXMPR405 Participate in cooperative online marketing initiatives

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITXMPR005 Participate in cooperative online marketing initiatives

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- review and report on potential cooperative online marketing initiatives or sites for at least three different products or services according to business context
- develop a marketing proposal for at least one cooperative marketing site from the above, including relevance to the business, potential benefits, and technical and financial resource requirements
- create content for the above cooperative marketing site, including use of text and images
- upload content to cooperative marketing site according to technical procedures and to meet site content guidelines
- develop a schedule for updating text and images in the above content.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- online cooperative marketing opportunities available to the tourism industry in Australia
- current national, state and regional frameworks for online cooperative marketing initiatives for particular industry sectors
- business requirements to undertake online cooperative marketing:
  - available technology
  - budget
  - intended audience and market
  - marketing goals and strategies
  - time resources
  - training requirements
  - types of product and service offered
- content requirements for online sites:
  - conformity with style guides
  - links to other sites and emails
  - number and size of digital images or multimedia
  - number of words

- order of information
- pricing by room or package
- proximity to data and geocoding
- protocols for uploading content:
  - allocating responsibility for updating of content
  - monitoring pricing and timing of the release of special offers
  - monitoring system-generated emails
  - timetable for updating words and images
- guidelines and requirements for format and style of typical online copy
- techniques for capturing, saving, storing, manipulating and uploading digital images to cooperative sites.

## Assessment Conditions

Skills must be demonstrated in an operational business or activity. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- current information and communications technology
- content suitable for online use:
  - text
  - images
  - multimedia
- different style guides and online technical specifications.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>



## SITXMPR006 Obtain and manage sponsorship

### Modification History

Not applicable.

### Application

This unit describes the performance outcomes, skills and knowledge required to obtain and manage sponsorship for a business activity, product, service or event. It requires the ability to determine sponsorship requirements, source and negotiate with potential sponsors and manage sponsorship arrangements.

The unit applies to any tourism, travel, hospitality or event sector where sponsorship is sought to support business or community activities. Sponsorship may relate to a one-off activity, such as an event, or to ongoing operations, such as sponsorship of a particular service.

It applies to senior coordinators and managers who operate independently, have responsibility for others and are responsible for making a range of financial and operational decisions. They may work under the overall guidance of event organising committees.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### Pre-requisite Unit

Nil

### Competency Field

Marketing and Public Relations

### Unit Sector

Cross-Sector

### Elements and Performance Criteria

#### ELEMENTS

#### PERFORMANCE CRITERIA

Elements describe the essential Performance criteria describe the performance needed to

- outcomes.
- demonstrate achievement of the element.
1. Determine sponsorship requirements and opportunities.
    - 1.1. Identify sponsorship requirements in consultation with colleagues.
    - 1.2. Develop targets for sponsorship based on financial parameters of activity.
    - 1.3. Identify items, activities or projects to be sponsored to meet organisational needs.
    - 1.4. Identify potential sponsors based on potential sponsor appeal, nature of the activity and previous approaches.
  2. Source sponsorship.
    - 2.1. Develop sponsorship materials in a clear, concise and professional format to include a full breakdown of costs and benefits.
    - 2.2. Distribute and present sponsorship materials according to agreed targets.
    - 2.3. Undertake follow up promotion and negotiation with potential sponsors.
    - 2.4. Discuss and negotiate additional opportunities with sponsor.
    - 2.5. Make written sponsor contracts or agreements to include full details of commitments made by both parties.
  3. Service sponsors.
    - 3.1. Brief colleagues on details of sponsorship arrangements.
    - 3.2. Organise activities according to sponsorship agreement, ensuring all agreements are honoured.
    - 3.3. Monitor and evaluate activities and make required adjustments.
    - 3.4. Provide and request feedback from sponsor.
    - 3.5. Identify and action opportunities to enhance value of involvement for sponsors and benefits for the organisation.
    - 3.6. Maintain and distribute accurate and current sponsorship documentation throughout the process.
    - 3.7. Liaise and follow-up with sponsor to initiate future cooperative approaches.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| SKILLS | DESCRIPTION |
|--------|-------------|
|--------|-------------|

- Reading skills to:
- read and interpret details of the business activities or projects to be sponsored and complex sponsorship contracts or agreements.
- Writing skills to:
- prepare sponsorship materials and agreements expressing complex business ideas and proposals.
- Oral communication skills to:
- liaise with sponsors and manage their participation.
- Numeracy skills to:
- evaluate budgets and interrogate or use financial data to inform sponsorship activities.
- Problem-solving skills to:
- evaluate a potential sponsor's best fit with the business activities or projects
  - monitor activities, identify sponsorship servicing deficiencies, and make required adjustments.
- Initiative and enterprise skills to:
- identify and action opportunities to obtain sponsorship.
- Technology skills to:
- design effective sponsorship materials and proposals.

## Unit Mapping Information

SITXMPR501 Obtain and manage sponsorship

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITXMPR006 Obtain and manage sponsorship

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- determine sponsorship requirements for at least two business activities, products, services or events, and obtain sponsorship
- develop clear, concise and professional proposals for the above business activities, products, services or events, including:
  - electronic presentation
  - printed promotional material
- monitor and manage the above sponsorship arrangements for the period of the sponsorship contract
- follow organisational practices and protocols when managing sponsorship activities
- demonstrate effective communication and negotiation with sponsors.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- particular industry sector and business type:
  - business activities or events which would appeal to sponsors
  - potential sponsorship opportunities and sources of finance
- protocols for sponsor contact and accessing sponsorship opportunities
- packages that can be offered to sponsors
- formats for and inclusions of sponsorship proposals
- sponsorship documentation:
  - activity reports or schedules
  - contracts
  - feedback documentation
  - financial records
- features of sponsorship contracts and agreements:
  - legal requirements to supply services as contracted and ramifications of failure to comply
  - sponsor reporting expectations and requirements.

## Assessment Conditions

Skills must be demonstrated in an operational tourism, travel, hospitality or events business with which a sponsor can be involved. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- computers, printers and software packages to design effective sponsorship proposals
- current commercial sponsorship contract templates
- sponsors to allow the individual to communicate, negotiate and manage sponsorship arrangements; these can be:
  - those in an industry workplace who are assisted by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# SITXMPR007 Develop and implement marketing strategies

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to analyse internal and external business environments, and develop and evaluate marketing strategies and plans for products and services.

The unit applies to all industry sectors, and to individuals in senior marketing or management roles. This may include those whose primary role is marketing related, or those for whom marketing is a part of a broader job responsibility.

Marketing strategies could be developed for a new or existing product or service, a small or medium-sized business organisation, a destination or a specific project, such as an event.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## Pre-requisite Unit

Nil

## Competency Field

Marketing and Public Relations

## Unit Sector

Cross-Sector

## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential outcomes.

1. Collect and analyse information

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1.1. Confirm core activities, customer base, business

- on the internal business environment.
2. Collect and analyse information on the external business environment.
3. Develop marketing strategies.
4. Prepare marketing plan.
5. Implement and monitor marketing activities.
- values and current business direction.
- 1.2. Identify and analyse information on current and past marketing and its effectiveness.
  - 1.3. Review business performance information to identify strengths, weaknesses and critical success factors.
  - 1.4. Identify and record current capabilities and resources, including the need for specialist assistance.
  - 1.5. Record and report information according to organisational requirements.
- 2.1. Identify and analyse information on expected market growth or decline, and associated risk factors.
  - 2.2. Record and analyse projected changes in the labour force, population and economic activity.
  - 2.3. Gather and analyse comparative market information.
  - 2.4. Identify and analyse industry and customer trends and developments, including emerging technologies and innovations.
  - 2.5. Identify and analyse legal, ethical and sustainability requirements and potential business impacts.
  - 2.6. Record and report information according to organisational requirements.
- 3.1. Identify and analyse opportunities based on internal and external market analysis.
  - 3.2. Explore new and innovative marketing approaches.
  - 3.3. Develop marketing strategies that are consistent with direction and values of the organisation.
  - 3.4. Develop strategies in consultation with key stakeholders, integrating legal, ethical and sustainability considerations.
- 4.1. Formulate marketing plan that clearly communicates priorities, responsibilities, timelines and budgets.
  - 4.2. Provide timely opportunities for colleagues to contribute to marketing plan.
  - 4.3. Submit marketing plan for approval according to organisational policy.
- 5.1. Implement and monitor activities detailed in plan according to schedule and contingencies.
  - 5.2. Produce marketing reports according to organisational policy.
  - 5.3. Share information on marketing activities with operational staff to maintain awareness of current organisational focus.

6. Conduct ongoing evaluation.
- 6.1. Evaluate marketing activities using agreed methods and benchmarks.
  - 6.2. Make adjustments according to evaluation.
  - 6.3. Communicate and implement agreed changes.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| SKILLS                               | DESCRIPTION   |
|--------------------------------------|---|
| Reading skills to:                   | <ul style="list-style-type: none"> <li>• research complex and potentially unfamiliar business and marketing information.</li> </ul> |
| Writing skills to:                   | <ul style="list-style-type: none"> <li>• write complex plans and reports.</li> </ul>  |
| Initiative and enterprise skills to: | <ul style="list-style-type: none"> <li>• proactively identify creative marketing opportunities.</li> </ul>                          |
| Planning and organising skills to:   | <ul style="list-style-type: none"> <li>• coordinate complex planning and implementation processes.</li> </ul>                       |
| Technology skills to:                | <ul style="list-style-type: none"> <li>• evaluate the potential of current and emerging marketing technologies</li> </ul>           |

## Unit Mapping Information

SITXMPR502 Develop and implement marketing strategies

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>



# Assessment Requirements for SITXMPR007 Develop and implement marketing strategies

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- develop a marketing strategy and plan for a product or service, including:
  - identifying current and relevant marketing issues
  - detailed, realistic implementation and monitoring program specific to the product or service
  - details of marketing techniques and distribution networks specific to the product or service
  - opportunities presented by new technologies
- research and critically analyse internal and external business environments relevant to the above product or service
- evaluate and report on the above marketing strategy and plan against the following criteria:
  - consistency with overall marketing direction
  - exposure achieved
  - penetration of target market
  - cost-effectiveness of financial and human resources
  - completion of strategy within established timeframe
  - recommendations for strategic responses based on evaluation.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- data collection tools and research methodologies of particular relevance to marketing
- marketing planning techniques and formats and key features of a marketing plan
- internal and external issues that impact on market planning in a given industry context
- internal capabilities and resource considerations:
  - communication capabilities
  - e-business capacity
  - equipment capacity
  - financial resources

- hours of operation
- human resources
- location and position
- staff skill levels
- comparative market information relevant to marketing strategies:
  - benchmarking
  - best practice information
  - competitor information
- industry marketing and distribution networks in the relevant context
- new and innovative marketing strategies in the relevant industry context, and in particular current and emerging marketing technologies and the opportunities they present
- legal issues that impact on marketing activities:
  - Australian consumer law
  - copyright and intellectual property considerations
  - the Privacy Act 1988
  - specific issues arising from use of new technologies
- ethical considerations for marketing:
  - appropriate use of images and text
  - codes of practice
  - protection of children
  - targeting of particular groups in the community
- sustainability considerations, opportunities and constraints for marketing in the relevant context, and those related to:
  - cultural and social sustainability
  - economic sustainability of marketing initiatives
  - resource conservation and waste minimisation.

## Assessment Conditions

Skills must be demonstrated in an operational business operation or activity. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- real or simulated product or service for which market planning can be undertaken
- current information and communications technology to support the research and planning process
- group of stakeholders who contribute to the planning process and customers to whom products and services are marketed; these can be:
  - those in an industry workplace who are assisted by the individual during the assessment process; or

- individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# SITXMPR008 Prepare and present proposals

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to prepare and present tenders, proposals or bids either as a response to a tender brief or as a proposal created and offered. It requires the ability to analyse client tender specifications or needs, determine organisational ability to meet those requirements, and to prepare and present information that is relevant to client criteria or needs.

The unit applies to all tourism, travel, hospitality and event sectors and the tender proposal or bid may be for a one-off occasion, a series of occasions, or for an extended contract to deliver products and services.

It applies to senior personnel who operate independently or with limited guidance from others and who are responsible for making a range of financial and operational decisions.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## Pre-requisite Unit

Nil

## Competency Field

Marketing and Public Relations

## Unit Sector

Cross-Sector

## Elements and Performance Criteria

### ELEMENTS

### PERFORMANCE CRITERIA

Elements describe the essential Performance criteria describe the performance needed to

- outcomes.
- demonstrate achievement of the element.
1. Analyse tender requirements and organisational capacity to meet them.
    - 1.1. Analyse tender brief, product specifications and needs.
    - 1.2. Seek clarification of product and service requirements from organisation requesting or requiring the tender.
    - 1.3. Complete assessment of organisational capacity to provide products and services.
    - 1.4. Determine viability and, if progressing to a proposal or bid, a plan of action for submission.
  2. Develop details for inclusion in proposal.
    - 2.1. Seek assistance to prepare proposal or bid, and coordinate input.
    - 2.2. Prepare budget for providing products and services.
    - 2.3. Develop quotation for products or services to be provided.
    - 2.4. Consider competitor pricing structure and make reasonable cost adjustments to ensure price-competitive quote.
    - 2.5. Collect and collate operational information for analysis and inclusion in proposal.
    - 2.6. Develop specifications for products and services to be provided.
    - 2.7. Access and prepare supporting information for inclusion in proposal or bid.
    - 2.8. Seek support for proposal or bid from relevant individuals and agencies.
  3. Prepare written proposal.
    - 3.1. Present clear and comprehensive information relevant to client tender criteria and needs.
    - 3.2. Incorporate all supporting information.
    - 3.3. Present materials according to organisational style preferences in format that maximises use of strategic and creative techniques, and promotes the organisation.
    - 3.4. Evaluate finished proposal, make any required adjustments, and obtain approval to submit if necessary.
  4. Submit proposal and seek feedback.
    - 4.1. Lodge all proposal materials at designated location and within designated deadlines.
    - 4.2. Maintain copies of tender documents according to organisational procedures.
    - 4.3. Provide additional information as requested.
    - 4.4. See feedback on tender outcomes to inform future proposals.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| <b>SKILLS</b>                      | <b>DESCRIPTION</b>  |
|------------------------------------|---|
| Reading skills to:                 | <ul style="list-style-type: none"><li>• interpret client product and service specifications which deal with complex ideas and concepts</li><li>• research operational issues for use within the proposal.</li></ul> |
| Writing skills to:                 | <ul style="list-style-type: none"><li>• develop detailed proposals that respond to client tender needs while at the same time take account of organisational capacity.</li></ul>                                    |
| Numeracy skills to:                | <ul style="list-style-type: none"><li>• interpret and analyse financial information and use complex calculations to develop budgets and quotations.</li></ul>   |
| Learning skills to:                | <ul style="list-style-type: none"><li>• monitor tender outcomes and identify issues that impact on future tenders.</li></ul>  |
| Problem-solving skills to:         | <ul style="list-style-type: none"><li>• identify deficiencies in proposals and identify viable solutions.</li></ul>   |
| Planning and organising skills to: | <ul style="list-style-type: none"><li>• access and sort information required for tender preparation within designated deadlines.</li></ul>  |
| Technology skills to:              | <ul style="list-style-type: none"><li>• use computers, word processing programs, presentation and accounting software packages and to present information in a compliant format.</li></ul>                          |

## Unit Mapping Information

SITXADM501 Prepare and present proposals

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITXMPR008 Prepare and present proposals

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- prepare one proposal for a product and one proposal for a service, each of which responds to tender specifications or client needs, and includes:
  - capacity of organisation to produce product or provide service
  - organisation's management structure and services
  - policies, procedures and practices to be managed as part of tender
  - product or service specifications
  - resources that will be used and associated supplier, supply and cost specifications
  - special, technical, new or hired equipment required to produce product or provide service
  - transport requirements and costs
- comply with the following criteria when preparing each of the above proposals:
  - eligibility criteria for submission
  - formatting requirements
  - lodgement specifications
  - tender specifications
  - questions to be answered
- effectively analyse client tender brief, specifications and needs in relation to each of the above proposals and confirm viability before proceeding
- present professional and creative proposals that:
  - promote the organisation
  - meet commercial time constraints.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- specific industry sector:
  - formats for and inclusions of tender proposals or bids
  - presentation techniques for proposal and bid materials and current technology options

- role and nature of tender, proposal or bid processes
- sources of specialist advice and expertise for developing proposals and bid materials
- specific organisation:
  - full details of organisational products, services and facilities
  - operational requirements and production logistics for delivering the products and services subject to tender, proposal or bid
  - sources of costs for products, services and fees
  - sources of organisational information to be included in tender proposals
  - standards of presentation and contents of style guides
- factors that impact organisational capacity to meet a tender:
  - budgetary constraints outlined in the tender brief
  - compliance with regulations
  - diversification from products and services currently offered
  - geographic constraints
  - likely profit
  - other conflicting projects
  - resource capacity of organisation to provide scope of products and services
  - risk assessment of providing the products and services
- factors to assess in determining viability to meet tender requirements:
  - ability to meet lodgement deadline
  - ability to meet tender criteria and provide full information required
  - competition and prospect of winning the tender
  - cost of preparing tender
- supporting materials for bids and proposals:
  - awards won by the organisation
  - copies of:
    - business registration
    - industry accreditations
    - insurance policies
    - licences
    - membership of organisations
    - qualifications
  - details of current client base
  - organisational and individual employee profiles
  - photographs of current or previous products and services
  - plans, drawings and job specifications
  - product and service manuals
  - references and details of other successful undertakings
  - sample promotional materials
  - samples of work



- structure of organisation
- testimonials
- methods to manage intellectual property of product and service concepts
- features and functions of presentation software packages used to prepare professional and comprehensive tender information.

## Assessment Conditions

Skills must be demonstrated in a tourism, hospitality or events environment where tenders, proposals or bids are prepared. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to: computers, printers and software programs currently used to prepare proposals:

- organisational templates:
  - budgets
  - proposals
  - product or service specifications
- tender briefs and specifications for products and services
- financial and operational data used to prepare tenders
- customers seeking services via a tender process and team members from whom to seek input on proposal preparation; these can be:
  - those in an industry workplace who are assisted by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# SITXWHS001 Participate in safe work practices

## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to incorporate safe work practices into own workplace activities. It requires the ability to follow predetermined health, safety and security procedures and to participate in organisational work health and safety (WHS) management practices.

The unit applies to all tourism, travel, hospitality and event sectors and to any small, medium or large organisation.

All personnel at all levels use this skill in the workplace during the course of their daily activities.

The unit incorporates the requirement for all employees under state and territory WHS legislation, to participate in the management of their own health and safety, that of their colleagues and anyone else in the workplace. They must cooperate with their employer and follow practices to ensure safety at work.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## Pre-requisite Unit

Nil

## Competency Field

Work Health and Safety

## Unit Sector

Cross-Sector

## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential outcomes.

1. Work safely.

2. Follow procedures for emergency situations.

3. Participate in organisational WHS practices.

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Follow organisational health and safety procedures.
- 1.2. Incorporate safe work practices into own workplace activities.
- 1.3. Follow safety directions of supervisors, managers and workplace safety warning signs.
- 1.4. Use personal protective equipment and clothing or designated uniform.
- 1.5. Promptly report unsafe work practices, issues and breaches of health, safety and security procedures.
- 1.6. Identify and remove hazards from immediate workplace area and report all workplace hazards as they arise.
- 2.1. Recognise emergency and potential emergency situations.
- 2.2. Follow organisational security and emergency procedures.
- 2.3. Seek assistance from colleagues or authorities during emergency situations.
- 2.4. Complete emergency incident reports accurately, following organisational procedures.
- 3.1. Participate in WHS management practices developed by the organisation to ensure a safe workplace.
- 3.2. Actively participate in the WHS consultation processes.
- 3.3. Report WHS issues and concerns as they arise.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

### SKILLS

### DESCRIPTION

Oral communication skills to:

- report hazards and emergency incidents according to organisational procedures.

Reading skills to:

- interpret workplace safety signs, procedures and emergency evacuation plans.

Writing skills to:

- complete basic template reports about hazards and emergency incidents according to organisational procedures.

## **Unit Mapping Information**

SITXWHS101 Participate in safe work practices

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITXWHS001 Participate in safe work practices

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- demonstrate the use of predetermined health, safety and security procedures and safe work practices in work functions on at least three occasions
- demonstrate correct procedures to respond in line with organisational security and emergency procedures during one emergency or potential emergency situation, seeking assistance where appropriate
- participate in one of the following work health and safety (WHS) consultation activities:
  - discussion with, or formal report to, WHS representatives regarding a WHS matter
  - discussion with supervisor or manager regarding a WHS matter
  - staff meeting that involves WHS discussion.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- basic aspects of the relevant state or territory occupational health and safety (OHS) or WHS legislation:
  - actions that must be adhered to by businesses
  - employer responsibilities
  - employee responsibilities to participate in WHS practices
  - employee responsibility to ensure safety of self, other workers and other people in the workplace within the scope of own work role
  - ramifications of failure to observe OHS or WHS legislation and organisational policies and procedures
- specific industry sector and organisation:
  - workplace hazards and associated health, safety and security risks
  - contents of health, safety and security procedures relating to:
    - evacuation of staff and customers
    - security management of cash, documents, equipment, keys or people
  - format and use of template reports for hazards and incident and accident reporting
  - safe work practices for individual job roles

- procedures for WHS management practices:
  - hazard identification
  - WHS induction training
  - safe work practice training
  - suggesting inclusions for WHS policies and procedures.

## Assessment Conditions

Skills must be demonstrated in an operational business environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- current plain English regulatory documents distributed by the local WHS government regulator
- codes of practice and standards issued by government regulators or industry groups
- WHS information and business management manuals issued by industry associations or commercial publishers
- current commercial policies, procedures and template documents used for managing WHS practices.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## **SITXWHS002 Identify hazards, assess and control safety risks**

### **Modification History**

Not applicable.

### **Application**

This unit describes the performance outcomes, skills and knowledge required to identify hazards, assess the associated workplace safety risks, take measures to eliminate or minimise those risks, and document all processes.

The unit applies to all tourism, travel, hospitality and event sectors and to any small, medium or large organisation.

All people working at all levels can participate in risk assessments which are commonly conducted as a team effort. Frontline operational personnel, who operate with some level of independence and under limited supervision, would assist other colleagues during the process. Individuals may conduct the assessments independently of others.

This unit incorporates the requirement, under state and territory work health and safety (WHS) legislation, for businesses to conduct risk assessments involving their workers to manage the safety of those workers and anyone else in the workplace.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

### **Pre-requisite Unit**

Nil

### **Competency Field**

Work Health and Safety

### **Unit Sector**

Cross-Sector

## Elements and Performance Criteria

### ELEMENTS

### PERFORMANCE CRITERIA

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

- |   |   |
|---|---|
| 1. Identify hazards.                                | <ul style="list-style-type: none"> <li>1.1. Access and use hazard identification and risk assessment tools and template documents.</li> <li>1.2. Use appropriate methods to identify actual or foreseeable hazards that have the potential to harm the health and safety of workers or anyone else in the workplace.</li> <li>1.3. Work alone or with other personnel to identify hazards.</li> <li>1.4. Keep records of identified hazards according to organisational procedures.</li> </ul>                                  |
| 2. Assess the safety risk associated with a hazard. | <ul style="list-style-type: none"> <li>2.1. Access and use risk assessment tools and template documents.</li> <li>2.2. Work alone or with other personnel to use a systematic method to assess the risk.</li> <li>2.3. Collect sufficient evidence of the type and level of risk posed by the identified hazard.</li> <li>2.4. Document the outcome of the risk assessment, suggesting actions to eliminate or control risks.</li> <li>2.5. Keep records of risk assessments according to organisational procedures.</li> </ul> |
| 3. Eliminate or control the risk.                   | <ul style="list-style-type: none"> <li>3.1. Discuss ways of eliminating or controlling the risk with others.</li> <li>3.2. Take measures to eliminate or control risks.</li> </ul>  |

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

### SKILLS

### DESCRIPTION

- |                               |   |
|-------------------------------|---|
| Reading skills to:            | <ul style="list-style-type: none"> <li>• interpret hazard identification and risk assessment template documents and organisational policies and procedures.</li> </ul>                            |
| Oral communication skills to: | <ul style="list-style-type: none"> <li>• assertively suggest control methods during risk assessments.</li> </ul>  |
| Numeracy skills to:           | <ul style="list-style-type: none"> <li>• score the risks and calculate an overall risk level for the identified hazard.</li> </ul>  |
| Teamwork skills to:           | <ul style="list-style-type: none"> <li>• actively and cooperatively participate in group risk assessments</li> <li>• suggest effective controls while incorporating the views of other</li> </ul> |



people in the workplace.

## **Unit Mapping Information**

SITXWHS301 Identify hazards, assess and control safety risks

## **Links**

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# Assessment Requirements for SITXWHS002 Identify hazards, assess and control safety risks

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- use organisational work health and safety (WHS) plan to identify each of the following types of actual or foreseeable workplace hazards:
  - physical environment
  - plant
  - work practice
  - security issue
- assess the safety risk associated with each of the above hazards, using appropriate risk assessment tools and template documents
- take measures to eliminate or control the risks identified for each of the above hazards in line with organisational procedures.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- basic aspects of the relevant state or territory occupational health and safety (OHS) or WHS legislation, specifically requirements for:
  - when, where and how hazards must be identified
  - when, where and how risk assessments must be conducted
  - consultation in the hazard identification and risk assessment process
  - WHS committees or WHS representatives as mechanisms for consultation
  - record keeping
- specific industry sector and organisation:
  - group risk assessment mechanisms commonly used
  - format and use of appropriate hazard identification and risk assessment templates
  - commonly used methods for identifying hazards in the workplace
  - common methods applied to the assessment of safety risks
  - four-stage process model recommended and published by state and territory WHS authorities
  - systematic method to assess risk:

- identifying the injury or illness or consequences that could result from the hazard
- determining the exposure to the hazard
- estimating the probability that an incident or injury will occur
- determining an overall risk level for the identified hazard
- common methods applied to controlling risks:
  - substituting a system of work or equipment with something safe
  - isolating the hazard
  - introducing engineering controls
  - adopting administrative controls
  - using personal protective equipment
  - implementing combined control methods to minimise risk
- measure to eliminate or control risk:
  - implementing control measures when responsible
  - making suggestions for ways of eliminating or controlling risks
  - referring to a higher level staff member for decision on implementing controls
- five-step hierarchical process model recommended and published by state and territory WHS authorities
- hazard identification and risk assessment procedures
- appropriate methods to identify hazards:
  - conducting site safety audits
  - completing safety checklists
  - inspecting workplace
  - observing daily activities
  - investigating accidents and incidents
  - reviewing injury or illness registers
  - monitoring workplace environment
  - investigation of staff complaints or reports of safety concerns
  - review of staff feedback via consultative processes:
    - meetings
    - surveys
    - suggestion box submissions
- people involved in the assessment of risk:
  - contractors
  - managers
  - WHS committee members
  - WHS representatives
  - peers and colleagues
  - staff under supervision
  - supervisors
  - tourism suppliers.

## Assessment Conditions

Skills must be demonstrated in an operational tourism, travel, hospitality or events environment where hazards must be identified and risk assessed. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- current plain English regulatory documents distributed by the local WHS government regulator
- WHS information and business management manuals issued by industry associations or commercial publishers
- current commercial policies and procedures, and hazard identification and risk assessment template documents.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# **SITXWHS003 Implement and monitor work health and safety practices**

## **Modification History**

Not applicable.

## **Application**

This unit describes the performance outcomes, skills and knowledge required to implement predetermined work health and safety practices designed, at management level, to ensure a safe workplace. It requires the ability to monitor safe work practices and coordinate consultative arrangements, risk assessments, work health and safety training, and the maintenance of records.

The unit applies to all tourism, travel, hospitality and event sectors and to any small, medium or large organisation.

It applies to those people who operate independently or with limited guidance from others. This includes supervisors and departmental managers.

This unit incorporates the requirement, under state and territory work health and safety (WHS) legislation, for businesses to take a systematic approach to managing the safety of their workers and anyone else in the workplace.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## **Pre-requisite Unit**

Nil

## **Competency Field**

Work Health and Safety

## **Unit Sector**

Cross-Sector

## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential outcomes

1. Provide information on health, safety and security.
2. Monitor safe work practices.
3. Coordinate consultative arrangements for the management of health, safety and security issues.
4. Implement and monitor procedures for identifying hazards, and assessing and controlling risks.
5. Implement and monitor health, safety and security training.

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1.Explain relevant WHS information to personnel.
- 1.2.Make all current WHS information readily accessible to staff.
- 2.1.Monitor adherence to organisational WHS procedures.
- 2.2.Monitor ongoing compliance with safe work practices.
- 2.3.Take prompt action to address non-compliance with procedures and safe work practices.
- 2.4.Monitor day-to-day effectiveness of WHS practices in maintaining the health, safety and security of personnel.
- 3.1.Coordinate the operation of all consultative processes.
- 3.2.Provide opportunity for staff members to contribute their views on current and future WHS management practices.
- 3.3.Resolve or refer issues raised through WHS consultation to the appropriate person.
- 3.4.Provide timely staff and own feedback on WHS management practices to the designated person.
- 4.1.Coordinate scheduled hazard identification activities, ensuring hazards are identified at times designated by legislation.
- 4.2.Identify any hazards on an ongoing basis during own day-to-day workplace operations.
- 4.3.React to reports of hazards by other workers, and coordinate and participate in risk assessments.
- 4.4.Implement any risk control methods or refer to appropriate person if control is outside scope of responsibility.
- 4.5.Monitor effectiveness of control measures, promptly identify any inadequacies, and resolve or report them to the appropriate person.
- 5.1.Identify WHS training needs based on regular staff monitoring.
- 5.2.Make arrangements for fulfilling training needs.

- 5.3. Monitor effectiveness of training and make required adjustments.
6. Maintain WHS records and reports.
- 6.1. Complete WHS records and reports accurately and legibly and store according to organisational and legal requirements.
- 6.2. Use data and reports to provide reliable and timely input into the management of workplace health, safety and security.
- 6.3. Minimise use of printed materials and maximise electronic transmission and filing of all documents to reduce waste.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| SKILLS                        | DESCRIPTION   |
|-------------------------------|---|
| Reading skills to:            | <ul style="list-style-type: none"> <li>interpret unfamiliar and complex materials describing regulatory requirements for WHS management and organisational policies and procedures.</li> </ul>                                  |
| Writing skills to:            | <ul style="list-style-type: none"> <li>write high level reports about the effectiveness of WHS management practices, making recommendations for change and complete accurate records for regulatory compliance.</li> </ul>      |
| Oral communication skills to: | <ul style="list-style-type: none"> <li>discipline non-compliant personnel</li> <li>conduct sometimes complex WHS consultation activities</li> <li>explain all WHS procedures and information on safe work practices.</li> </ul> |
| Problem-solving skills to:    | <ul style="list-style-type: none"> <li>incorporate the views of other people consulted in the workplace</li> <li>analyse WHS system deficiencies and recommend required change.</li> </ul>                                      |
| Teamwork skills to:           | <ul style="list-style-type: none"> <li>monitor staff members' daily compliance with WHS management practices and counsel on non-compliance.</li> </ul>  |

## Unit Mapping Information

SITXWHS401 Implement and monitor work health and safety practices

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>



# Assessment Requirements for SITXWHS003 Implement and monitor work health and safety practices

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- implement and monitor adherence to workplace health and safety procedures in three of the following real or simulated situations:
  - evacuation of staff and customers
  - security management of cash, documents, equipment, keys or people
  - handling chemicals and hazardous substances
  - hazard identification and reporting
  - incident and accident reporting
  - risk assessment and reporting
- coordinate consultative processes for managing the above workplace health, safety and security issues
- coordinate risk assessments, WHS training, and the maintenance of records relating to above situations
- monitor the effectiveness of the WHS system and identify:
  - required adjustments
  - staff training needs
- demonstrate management practices that must be implemented for compliance with state or territory occupational health and safety (OHS) or WHS legislation during above situations.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- primary components of relevant state or territory OHS or WHS legislation:
  - actions that must be taken for legal compliance
  - employer responsibilities to provide a safe workplace
  - requirement to consult, and acceptable consultation mechanisms
  - requirements for the use of WHS representatives and committees, and their roles and responsibilities

- requirements for hazard identification, risk assessment, risk control and acceptable mechanisms
- requirements for record keeping and acceptable record keeping mechanisms
- requirement to provide information and training
- employee responsibilities to ensure safety of self, other workers and other people in the workplace
- employee responsibility to participate in WHS practices
- ramifications of failure to observe OHS or WHS legislation and organisational policies and procedures
- specific organisation:
  - full content of WHS policies and procedures; and consultation, hazard identification, risk assessment and reporting documents
  - methods used for WHS consultation, hazard identification and risk assessment
  - options for the provision of training:
    - coaching or mentoring in safe work practices
    - formal training programs in safe work practices
  - hazard identification, risk assessment and control
  - WHS policy and procedure induction
  - WHS representative or committee
  - provision of information, fact sheets and signage to ensure safe work practices
- WHS information:
  - consultative arrangements for WHS
  - employee roles and responsibilities in WHS management practices
  - legal obligations and ramifications of failure to comply
  - location of first aid kit and emergency evacuation plan
  - WHS training information and updates
  - policies:
    - overall approach of organisation to WHS
    - participation of personnel in WHS management practices
    - responsibilities of employees to ensure safety
  - procedures
  - specific risk control measures relevant to the workplace
  - specific regulations and codes of practice
  - use of:
    - hazard identification reporting documents
    - risk assessment template documents
- consultative processes:
  - a diary, whiteboard or suggestion box used by staff to report issues of concern
  - fact sheets to fully inform personnel about WHS rights and responsibilities
  - formal WHS representatives and committees

- formal meetings with agendas, minutes and action plans
- informal meetings with notes
- WHS discussions with employees during the course of each business day
- recording issues in a management diary
- regular staff meetings that involve WHS discussions
- seeking staff suggestions for content of WHS policies and procedures
- special staff meetings or workshops to specifically address WHS issues
- staff handbook containing WHS information
- surveys or questionnaires that invite staff feedback on WHS issues
- time requirements for hazard identification:
  - when changes to the workplace are implemented:
    - before the premises are used for the first time
    - before and during the installation or alteration of any plant
    - before changes to work practices are introduced
  - when any new information relating to health and safety risks becomes available
- required WHS records and reports:
  - consultation
  - hazard identification
  - incident and accident notifications to WHS regulatory authorities
  - incident or accident, near miss reports and related statistics
  - monitoring reports and recommendations for change:
    - agendas for and minutes of meetings
    - committee members
    - consultation decisions and follow-up actions
    - consultation processes
    - diaries of meetings
    - WHS information provided to personnel
    - risk controls
    - safe work practices
  - risk assessments
  - risk control actions
  - training action plans
  - training undertaken.

## Assessment Conditions

Skills must be demonstrated in an operational tourism, travel, hospitality or events business operation where WHS management practices are implemented and monitored. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- computers, software programs, printers and communication technology used to administer the implementation and monitoring of a WHS system
- relevant state or territory WHS legislation
- current plain English regulatory documents distributed by the local WHS government regulator
- codes of practice and standards issued by government regulators or industry groups
- WHS information and business management manuals issued by industry associations or commercial publishers
- current commercial WHS policies and procedures
- operational team for which the individual coordinates WHS management practices; this can be:
  - teams in an industry workplace who are assisted by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# **SITXWHS004 Establish and maintain a work health and safety system**

## **Modification History**

Not applicable.

## **Application**

This unit describes the performance outcomes, skills and knowledge required to develop, implement and sustain effective, professional and contemporary work health and safety (WHS) management practices. It requires the ability to establish and review systems, policies and procedures designed to ensure a safe workplace.

The unit applies to all tourism, travel, hospitality and event sectors and to any small, medium or large organisation.

It applies to those senior managers who operate with significant autonomy and are responsible for making a range of strategic management decisions.

This unit incorporates the requirement, under state and territory WHS legislation, for businesses to take a systematic approach to managing the safety of their workers and others in the workplace.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## **Pre-requisite Unit**

Nil

## **Competency Field**

Work Health and Safety

## **Unit Sector**

Cross-Sector

## Elements and Performance Criteria

### ELEMENTS

### PERFORMANCE CRITERIA

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Establish and maintain a framework for health, safety and security.

- 1.1. Access and interpret key legislative documents to ensure WHS system complies with regulatory requirements, standards and codes.
- 1.2. Design a WHS management system to suit characteristics and needs of the organisation, in consultation with appropriate personnel.
- 1.3. Identify and provide adequate financial, human and specialist external resources to address WHS management practices.
- 1.4. Develop and clearly articulate WHS policies and procedures in a format readily accessible to all personnel.
- 1.5. Define and allocate health, safety and security responsibilities within relevant job descriptions.
- 1.6. Consult with key personnel, and develop and implement a plan for WHS training requirements.
- 1.7. Establish and monitor a system for keeping WHS records.
- 1.8. Establish and maintain systems to ensure communication of WHS information to personnel.

2. Establish and maintain consultative arrangements for the management of health, safety and security.

- 2.1. Establish and maintain appropriate consultative processes to suit characteristics and needs of organisation.
- 2.2. Plan for and ensure that consultation is conducted at times designated by legislation.
- 2.3. Resolve issues raised through consultation.
- 2.4. Provide employees with accessible information on the outcomes of consultation.

3. Establish and maintain practices for identifying hazards, and assessing and controlling risks.

- 3.1. Develop or access hazard identification and risk assessment templates that incorporate criteria for assessing risks.
- 3.2. Plan for and ensure systematic hazard identification at times designated by legislation.
- 3.3. Develop procedures for the ongoing identification of types of hazards designated by legislation.
- 3.4. Develop procedures for the assessment and control of risks associated with identified hazards.
- 3.5. Nominate within procedures the roles and

- responsibilities of personnel for hazard identification, risk assessment and risk control.
- 3.6. Take a lead role in controlling risks, including implementing interim or emergency solutions.
  - 3.7. Manage the response to any incident or accident, and follow legislative requirements for notifying and cooperating with WHS government regulators.
4. Evaluate organisational health, safety and security system.
    - 4.1. Assess and maintain ongoing compliance with occupational health and safety (OHS) or WHS legislation and regulatory requirements, standards and codes.
    - 4.2. Consult with a range of personnel to elicit feedback on WHS policies, procedures and practices.
    - 4.3. Assess effectiveness of WHS management practices and develop, implement, document and communicate improvements and changes to the WHS system.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| SKILLS                        | DESCRIPTION   |
|-------------------------------|---|
| Reading skills to:            | <ul style="list-style-type: none"> <li>• interpret unfamiliar and complex materials describing regulatory requirements for WHS management systems and internal reports providing operational feedback about the effectiveness of practices</li> <li>• develop comprehensive yet easily accessible WHS policies, procedures and template documents.</li> </ul> |
| Writing skills to:            | <ul style="list-style-type: none"> <li>• construct high level reports about the effectiveness of WHS management practices and rationale for any change.</li> </ul>  |
| Oral communication skills to: | <ul style="list-style-type: none"> <li>• discuss training needs with key supervisory and management personnel</li> <li>• interview personnel about incidents, accidents, or near misses.</li> </ul>   |
| Problem-solving skills to:    | <ul style="list-style-type: none"> <li>• allow for a logical evaluation of the characteristics and needs of the organisation in order to design a tailored WHS system</li> <li>• take a lead role in controlling risks and implementing interim or emergency solutions</li> <li>• manage the response to any incident or accident.</li> </ul>                 |
| Teamwork skills to:           | <ul style="list-style-type: none"> <li>• consult with key personnel and incorporate their views to develop an effective WHS system.</li> </ul>  |
| Planning and                  | <ul style="list-style-type: none"> <li>• plan for, establish and regularly monitor all components of a WHS</li> </ul>   |

organising skills to: management system.

## **Unit Mapping Information**

SITXWHS601 Establish and maintain a work health and safety system

## **Links**

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>



# Assessment Requirements for SITXWHS004 Establish and maintain a work health and safety system

## Modification History

Not applicable.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- establish and implement a complete work health and safety (WHS) system that covers the following components:
  - adequate facilities for the welfare of employees
  - appropriate management of incidents or accidents and notification to WHS government regulators
  - availability of information, instructions, training and supervision that ensure employees' health and safety
  - safe:
    - machinery, equipment and materials
    - premises
    - provision of entrances and exits that are safe
    - systems of work
    - work environment
- evaluate and identify improvements to WHS practices within the above system
- develop comprehensive WHS system documents to support above system
- demonstrate management practices that must be established and maintained for compliance of above system with state or territory occupational health and safety (OHS) or WHS legislation.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- structure, characteristics and needs of the organisation that the WHS system must address
- objectives, components and comprehensive details of relevant state or territory OHS or WHS legislation:
  - actions that must be taken for legal compliance
  - employer responsibilities to provide a safe workplace
  - requirement to consult, designated times for consultation and acceptable consultation mechanisms

- requirements for the use of WHS representatives and committees, and their roles and responsibilities
- designated times for hazard identification and categories of hazards that must be identified
- acceptable mechanisms for hazard identification, risk assessment and risk control
- requirements for record keeping and acceptable record keeping mechanisms
- requirement to provide information and training
- employee responsibilities to ensure safety of self, other workers and other people in the workplace
- employee responsibility to participate in WHS practices
- objectives, components and comprehensive details of WHS codes of practice and standards developed by industry or regulatory bodies
- ramifications of failure to observe OHS or WHS laws and codes of practice
- methods of receiving updated information on OHS or WHS laws and codes of practice
- components of WHS management systems
- considerations in the formulation of WHS policies and procedures:
  - consultation
  - emergencies
  - evacuation of staff and customers
  - handling chemicals and hazardous substances
  - hazard identification and reporting
  - incident and accident management and notification to WHS regulatory authorities
  - incident and accident reporting by staff
  - ongoing monitoring of risk control
  - overall organisational approach to WHS
  - participation of personnel in WHS management practices
  - responsibilities of employees to ensure safety
  - risk assessments and reporting
  - safe work practices
  - secure management of:
    - cash
    - documents
    - equipment
    - keys
    - people
- consultative processes:
  - diary, whiteboard or suggestion box used by staff to report issues of concern
  - fact sheets to fully inform personnel about WHS rights and responsibilities
  - formal WHS representatives and committees
  - formal meetings with agendas, minutes and action plans
  - informal meetings with notes

- WHS discussions with employees during the course of each business day
- recording issues in a management diary
- regular staff meetings that involve WHS discussions
- seeking staff suggestions for content of WHS policies and procedures
- special staff meetings or workshops to specifically address WHS issues
- staff handbook containing WHS information
- surveys or questionnaires that invite staff feedback on WHS issues
- time requirements for hazard identification:
  - when changes to the workplace are implemented:
    - before the premises are used for the first time
    - before and during the installation or alteration of any plant
    - before changes to work practices are introduced
  - when any new information relating to health and safety risks becomes available
- approaches to assessing the effectiveness of WHS management systems:
  - monitoring the ongoing effectiveness of risk control methods
  - reviewing:
    - incidents, accidents or near misses
    - WHS reports
    - WHS statistics
- methods used by the specific industry sector and organisation to:
  - conduct consultation when developing policies and procedures
  - communicate WHS policies, procedures and safe working practices
  - conduct ongoing WHS consultation
  - evaluate the effectiveness of WHS management practices
- sources of assessment criteria for assessing risks:
  - developed by external consultancy services
  - outlined in Australian standards
  - self-determined for the organisation as part of a WHS management system
  - suggested by industry associations for use by member businesses
- WHS information:
  - consultative arrangements for WHS
  - employee roles and responsibilities in WHS management practices
  - legal obligations and ramifications of failure to comply
  - location of first aid kit and emergency evacuation plan
  - WHS training information and updates
  - policies:
    - overall approach of organisation to WHS
    - participation of personnel in WHS management practices
    - responsibilities of employees to ensure safety
  - procedures

- specific risk control measures relevant to the workplace
- specific regulations and codes of practice
- use of:
  - hazard identification reporting documents
  - risk assessment template documents
- formats for and inclusions of:
  - policies and procedures
  - WHS templates for hazard identification and risk assessment
  - incident, accidents, or near miss reports
  - reports that document the evaluation of systems and required changes
  - WHS record keeping systems
- WHS record requirements:
  - consultation:
    - diaries of meetings
    - agendas for and minutes of meetings
    - committee members
    - consultation decisions and follow up actions
  - hazard identification
  - incident or accident notifications to WHS regulatory authorities
  - incident, accident, and near miss reports and related statistics
  - policies and procedures
  - risk assessments
  - risk control actions
  - training plans
  - training undertaken.

## Assessment Conditions

Skills must be demonstrated in an operational tourism, travel, hospitality or events business operation for which a tailored WHS management system can be established and monitored. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- computers, software programs, printers and communication technology used to administer the development of a WHS system
- organisational specifications:
  - relevant state or territory WHS legislation

- current plain English regulatory documents distributed by the local WHS government regulator
- codes of practice and standards issued by regulatory authorities or industry groups
- WHS information and business management manuals issued by industry associations or commercial publishers
- current commercial policies and procedures, and hazard identification and risk assessment template documents
- team for which the individual establishes WHS management practices; this can be:
  - teams in an industry workplace who are assisted by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

## TAEASS301B Contribute to assessment

### Modification History

| Version | Comments |
|---------|----------|
|---------|----------|

|            |  |
|------------|--|
| TAEASS301B | Released with <i>TAE10 Training and Education Training Package version 2.0</i> |
|------------|--|

### Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to contribute to the assessment process.

### Application of the Unit

This unit typically applies to a person with technical or vocational expertise who is in a supervisory or mentoring/coaching work role and for whom collecting evidence for assessment is an adjunct to principal work responsibilities.

This unit is performed under the following conditions:

- the necessary assessment tools and assessment resources to guide the evidence collection process have been provided
- any adjustments to tools are determined by the qualified assessor (as defined by the Australian Quality Training Framework and the assessor requirements of the relevant training package), who provides guidance and supervision.

### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

Not applicable.

### Employability Skills Information

This unit contains employability skills.

### Elements and Performance Criteria Pre-Content

| ELEMENT | PERFORMANCE CRITERIA |
|---------|----------------------|
|---------|----------------------|

**ELEMENT**

*Elements describe the essential outcomes of a unit of competency .*

**PERFORMANCE CRITERIA**

*Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.*

**Elements and Performance Criteria**

|   |  |
|---|--|
| <p>1. Clarify role and responsibilities in the assessment process</p> | <p>1.1 Discuss and confirm <b><i>purpose of assessment</i></b> with <b><i>relevant people</i></b></p> <p>1.2 Discuss and confirm <b><i>benchmarks for assessment</i></b> with qualified assessor</p> <p>1.3 Access, read and clarify <b><i>assessment plan</i></b> with qualified assessor</p> <p>1.4 Discuss and agree with qualified assessor the specific responsibilities in gathering evidence and types of evidence to be gathered</p>   |
| <p>2. Confirm organisational arrangements for evidence gathering</p>  | <p>2.1 Access and confirm relevant <b><i>assessment system policies and procedures</i></b>; organisational, legal and ethical requirements; and other relevant advice on assessment</p> <p>2.2 Clarify nominated <b><i>assessment tools</i></b> and methods for collecting evidence with qualified assessor, to ensure that procedures to be followed and instruments to be used are clear</p> <p>2.3 Discuss and confirm with relevant people <b><i>assessment context</i></b>, including candidate's characteristics and any need for <b><i>reasonable adjustments</i></b></p> <p>2.4 Confirm and arrange <b><i>resource requirements</i></b> in consultation with relevant people</p> |
| <p>3. Collect evidence in accordance with the assessment plan</p>     | <p>3.1 Explain assessment process to candidate, including the different responsibilities of the parties involved, and refer any candidate issues or concerns to qualified assessor prior to undertaking assessment activities</p> <p>3.2 Use <b><i>assessment instruments</i></b> to gather quality evidence within available time and resources, according to organisational, legal and ethical requirements</p>  |
| <p>4. Record and report findings</p>                                  | <p>4.1 Organise and provide evidence to the qualified assessor in a format suitable for analysis according to assessment system policies and procedures</p>  |

|  |  |
|--|--|
|  | <p>4.2 Actively seek feedback from the qualified assessor on whether evidence-gathering activities meet the principles of assessment and whether evidence collected meets the rules of evidence</p> <p>4.3 Document areas for improvement in collecting evidence, for future assessment activities</p> |
|--|--|

## Required Skills and Knowledge

*This section describes the skills and knowledge required for this unit.*

### Required skills

- observation skills to observe candidate performance
- cognitive and interpretation skills to ensure collection of valid and reliable evidence
- organisational skills to collect evidence
- time-management skills to schedule assessment events and activities
- literacy skills to:
  - read and interpret relevant information
  - prepare required documentation and collate evidence in required format
- communication skills to:
  - discuss evidence-gathering processes with practitioners and candidates
  - provide constructive and supportive feedback
  - ask appropriate questions to clarify and confirm instructions for evidence gathering
  - provide clear and concrete options and advice.

### Required knowledge

- competency-based assessment, including:
  - criterion referenced
  - competency standards as the benchmarks for assessment
  - competency-based reporting
- principles of assessment
- rules of quality evidence
- different purposes of assessment
- diversity of assessment contexts
- evidence, including different types of evidence
- evidence-gathering methods – what are assessment methods and different types of methods
- purpose and features of assessment tools and assessment plans
- potential barriers and processes relating to evidence-gathering procedures and assessment processes
- organisational assessment system policies and procedures relevant to this unit of competency



- technical or subject area being assessed
- cultural sensitivity and equity considerations
- relevant policy, legislation, codes of practice and national standards, including commonwealth and state or territory legislation, that may affect training and assessment in the vocational education and training sector
- OHS relating to the work role, and OHS considerations to be included in collecting evidence, including:
  - hazard identification and risk control measures
  - requirements for reporting hazards and incidents
  - emergency procedures
  - procedures for use of relevant personal protective equipment
  - safe use of relevant equipment
  - sources of OHS information
  - role of key workplace personnel
  - responsibilities of learners.

## Evidence Guide

*The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.*

|   |  |
|---|--|
| <b>Overview of assessment</b>   |  |
| <b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b> | <p>Evidence of the ability to:</p> <ul style="list-style-type: none"> <li>• carry out a minimum of three evidence-gathering activities, with different candidates for each activity</li> <li>• present documentation of the evidence in a clear and concise manner</li> <li>• present documented feedback from others involved in the assessment.</li> </ul> |
| <b>Context of and specific resources for assessment</b>   | <p>Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided.</p>  |
| <b>Method of assessment</b>   |  |
| <b>Guidance information for assessment</b>  |  |

## Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

|   |   |
|---|---|
| <p><b><i>Purpose of assessment</i></b> may be:</p>                          | <ul style="list-style-type: none"> <li>• recognise current existing competency of candidates</li> <li>• determine if competency has been achieved following learning</li> <li>• establish candidate progress towards achievement of competence</li> <li>• determine language, literacy and numeracy needs of candidate</li> <li>• certify competence through a Statement of Attainment</li> <li>• establish progress towards a qualification</li> <li>• determine training gaps of candidate</li> <li>• measure work performance</li> <li>• classify employee and support career progression</li> <li>• meet organisational requirements for work, such as operating equipment or developing new skills</li> <li>• satisfy licensing or regulatory requirements.</li> </ul> |
| <p><b><i>Relevant people</i></b> must include:</p>                          | <ul style="list-style-type: none"> <li>• qualified assessors</li> <li>• candidates.</li> </ul>  |
| <p><b><i>Benchmarks for assessment:</i></b></p>                             | <ul style="list-style-type: none"> <li>• refer to criteria against which candidate is assessed</li> <li>• may be a competency standard/unit of competency, assessment criteria of course curricula, performance specifications, or product specifications.</li> </ul>   |
| <p><b><i>Assessment plan</i></b> must include:</p>                          | <ul style="list-style-type: none"> <li>• purpose and aims of assessment</li> <li>• context of assessment</li> <li>• relevant benchmarks for assessment</li> <li>• other assessment information and documentation identified as relevant.</li> </ul>   |
| <p><b><i>Assessment system policies and procedures</i></b> may include:</p> | <ul style="list-style-type: none"> <li>• candidate selection</li> <li>• rationale and purpose of competency-based assessment</li> <li>• assessment records, data management and information management</li> <li>• recognition of current competency, recognition of prior learning and credit arrangements.</li> </ul>  |
| <p><b><i>Assessment tools</i></b> include:</p>                              | <ul style="list-style-type: none"> <li>• the learning or competency unit(s) to be assessed</li> <li>• the target group, context and conditions for the assessment</li> <li>• the tasks to be administered to the candidate</li> <li>• an outline of the evidence to be gathered from the candidate</li> <li>• the evidence criteria used to judge the quality of performance</li> </ul>   |

|  |  |
|--|--|
|  | <p>(i.e. the assessment decision-making rules)</p> <ul style="list-style-type: none"> <li>• the administration, recording and reporting requirements</li> <li>• the evidence of how validity and reliability have been tested and built into the design and use of the tool.</li> </ul>  |
| <b>Assessment context</b> may include:     | <ul style="list-style-type: none"> <li>• environment in which assessment will be carried out</li> <li>• relationship between units of competency and candidate's workplace</li> <li>• time period over which assessment takes place.</li> </ul>  |
| <b>Reasonable adjustments</b> may include: | <ul style="list-style-type: none"> <li>• taking into account candidate's language, literacy and numeracy requirements</li> <li>• providing personal support services, such as arranging for: <ul style="list-style-type: none"> <li>• member of the community to accompany the candidate</li> <li>• reader</li> <li>• interpreter</li> <li>• attendant carer</li> <li>• scribe</li> </ul> </li> <li>• using adaptive technology or special equipment</li> <li>• providing flexible assessment sessions to allow for such things as fatigue or administering of medication</li> <li>• format of assessment materials, such as: <ul style="list-style-type: none"> <li>• in Braille</li> <li>• in first language</li> <li>• use of audiotape or videotape</li> </ul> </li> <li>• making adjustments to the physical environment</li> <li>• revising proposed assessment methods and instruments</li> <li>• considering age and gender</li> <li>• considering cultural beliefs, traditional practices and religious observances.</li> </ul> |
| <b>Resource requirements</b> may include:  | <ul style="list-style-type: none"> <li>• resources specific to evidence-gathering activities</li> <li>• access to assessors</li> <li>• access to policy and procedures</li> <li>• access to subject and technical experts</li> <li>• OHS requirements</li> <li>• plant, equipment and technology.</li> </ul>   |
| <b>Assessment instruments</b> may include: | <ul style="list-style-type: none"> <li>• instruments developed by an assessor as part of formative or summative assessment activities, including: <ul style="list-style-type: none"> <li>• profiles of acceptable performance measures</li> <li>• templates and proformas</li> <li>• specific questions or activities</li> <li>• evidence and observation checklists</li> <li>• checklists for the evaluation of work samples</li> </ul> </li> </ul>   |

|  |  |
|--|--|
|  | <ul style="list-style-type: none"><li>• recognition portfolios</li><li>• candidate self-assessment materials</li><li>• instruments developed elsewhere that have been modified by the assessor for use with a particular client group.</li></ul> |
|--|--|

## Unit Sector(s)

Assessment

## Custom Content Section

Not applicable.

## TAEDEL301A Provide work skill instruction

### Modification History

Not applicable.

### Unit Descriptor

|                        |  |
|------------------------|--|
| <b>Unit descriptor</b> | This unit describes the performance outcomes, skills and knowledge required to conduct individual and group instruction and demonstrate work skills, using existing learning resources in a safe and comfortable learning environment. The unit covers the skills and knowledge required to determine the success of both the training provided and one's own personal training performance. It emphasises the training as being driven by the work process and context. |
|------------------------|--|

### Application of the Unit

|                                |   |
|--------------------------------|---|
| <b>Application of the unit</b> | This unit supports a wide range of applications across any workplace setting and so can be used by any organisation. Its use is not restricted to training organisations. |
|--------------------------------|---|

### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

## Employability Skills Information

|                             |  |
|-----------------------------|--|
| <b>Employability skills</b> | This unit contains employability skills. |
|-----------------------------|--|

## Elements and Performance Criteria Pre-Content

|   |  |
|---|--|
| Elements describe the essential outcomes of a unit of competency. | Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide. |
|---|--|

## Elements and Performance Criteria

| ELEMENT                                   | PERFORMANCE CRITERIA  |
|---|---|
| 1. Organise instruction and demonstration | 1.1. Gather information about <i>learner characteristics</i> and learning needs<br>1.2. Confirm a <i>safe learning environment</i><br>1.3. Gather and check <i>instruction and demonstration objectives</i> and seek assistance if required<br>1.4. Access and review relevant <i>learning resources</i> and <i>learning materials</i> for suitability and relevance, and seek assistance to interpret the contextual application<br>1.5. Organise access to necessary equipment or physical resources required for instruction and demonstration<br>1.6. Notify learners of <i>details</i> regarding the implementation of the learning program and/or delivery plan |
| 2. Conduct instruction and demonstration  | 2.1. Use interpersonal skills with learners to establish a safe and comfortable learning environment<br>2.2. Follow the learning program and/or delivery plan to cover all learning objectives<br>2.3. Brief learners on any <i>OHS procedures</i> and requirements prior to and during training<br>2.4. Use <i>delivery techniques</i> to structure, pace and enhance learning<br>2.5. Apply <i>coaching</i> techniques to assist learning<br>2.6. Use communication skills to provide information,  |

| ELEMENT  | PERFORMANCE CRITERIA   |
|--|--|
|  | instruct learners and demonstrate relevant work skills<br>2.7. Provide opportunities for practice during instruction and through work activities<br>2.8. Provide and discuss feedback on learner performance to support learning   |
| 3. Check training performance                                      | 3.1. Use <i>measures</i> to ensure learners are acquiring and can use new technical and generic skills and knowledge<br>3.2. Monitor learner progress and outcomes in consultation with learner<br>3.3. Review relationship between the trainer/coach and the learner and adjust to suit learner needs |
| 4. Review personal training performance and finalise documentation | 4.1. Reflect upon personal performance in providing instruction and demonstration, and document strategies for improvement<br>4.2. Maintain, store and secure learner records according to organisational and legal requirements   |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

#### Required skills

- verbal and non-verbal communication techniques, such as:
  - asking relevant and appropriate questions
  - providing explanations
  - demonstrating
  - using listening skills
  - providing information clearly
- safety skills to implement OHS requirements, by acting and responding safely in order to:
  - identify hazards
  - conduct prestart-up checks if required
  - observe and interpret learner behaviour that may put people at risk
- time-management, skills to:

## REQUIRED SKILLS AND KNOWLEDGE

- ensure all learning objectives are covered
- pace learning
- reflection skills in order to:
  - identify areas for improvement
  - maintain personal skill development
- literacy skills to:
  - complete and maintain documentation
  - read and follow learning programs and plans
  - read and analyse learner information
- technology skills to operate audio-visual and technical equipment
- interpersonal skills to:
  - engage, motivate and connect with learners
  - provide constructive feedback
  - maintain appropriate relationships
  - establish trust
  - use appropriate body language
  - maintain humour
  - demonstrate tolerance
  - manage a group
  - recognise and be sensitive to individual difference and diversity
- observation skills to:
  - monitor learner acquisition of new skills, knowledge and competency requirements
  - assess learner communication and skills in interacting with others
  - identify learner concerns
  - recognise learner readiness to take on new skills and tasks

### Required knowledge

- learner characteristics and needs
- content and requirements of the relevant learning program and/or delivery plan
- sources and availability of relevant learning resources and learning materials
- content of learning resources and learning materials
- training techniques that enhance learning and when to use them
- introductory knowledge of learning principles and learning styles
- key OHS issues in the learning environment, including:
  - roles and responsibilities of key personnel
  - responsibilities of learners
  - relevant policies and procedures, including hazard identification, risk assessment, reporting requirements, safe use of equipment and emergency



**REQUIRED SKILLS AND KNOWLEDGE**

procedures

- risk controls for the specific learning environment

**Evidence Guide****EVIDENCE GUIDE**

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

**Overview of assessment**

Assessment must address the scope of this unit and reflect all components of the unit. A range of appropriate assessment methods and evidence-gathering techniques must be used to determine competency. A judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated.

**Critical aspects for assessment and evidence required to demonstrate competency in this unit**

Evidence of the ability to:

- carry out a minimum of three training sessions, involving demonstrating and instructing particular work skills for different groups; with each session addressing:
  - different learning objectives
  - a range of techniques and effective communication skills appropriate to the audience.

**Context of and specific resources for assessment**

Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided.

**Method of assessment****Guidance information for assessment**

For further information about assessment of this and other TAE units, refer to relevant implementation guidance published on the IBSA website ([www.ibsa.org.au](http://www.ibsa.org.au)).

**Range Statement****RANGE STATEMENT**

**RANGE STATEMENT**

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

|   |  |
|---|--|
| <b><i>Learner characteristics</i></b> may include:                  | <ul style="list-style-type: none"> <li>• language, literacy and numeracy levels</li> <li>• learning styles</li> <li>• past learning and work experiences</li> <li>• specific needs</li> <li>• workplace culture.</li> </ul>  |
| <b><i>Safe learning environment</i></b> may include:                | <ul style="list-style-type: none"> <li>• exit requirements</li> <li>• personal protective equipment</li> <li>• safe access</li> <li>• safe use of equipment.</li> </ul>  |
| <b><i>Instruction and demonstration objectives</i></b> may include: | <ul style="list-style-type: none"> <li>• competencies to be achieved</li> <li>• generic and technical skills, which may be: <ul style="list-style-type: none"> <li>• provided by the organisation</li> <li>• developed by a colleague</li> <li>• individual or group objectives</li> <li>• learning outcomes.</li> </ul> </li> </ul>   |
| <b><i>Learning resources</i></b> may include:                       | <ul style="list-style-type: none"> <li>• any material used to support learning, such as: <ul style="list-style-type: none"> <li>• learner and user guides</li> <li>• trainer and facilitator guides</li> <li>• example training programs</li> <li>• specific case studies</li> <li>• professional development materials</li> <li>• assessment materials</li> </ul> </li> <li>• a variety of formats</li> <li>• those produced locally</li> <li>• those acquired from other sources.</li> </ul> |
| <b><i>Learning materials</i></b> may include:                       | <ul style="list-style-type: none"> <li>• handouts for learners</li> <li>• materials sourced from the workplace, e.g. workplace documentation, operating procedures, and specifications.</li> </ul>   |
| <b><i>Details</i></b> may include:                                  | <ul style="list-style-type: none"> <li>• location and time</li> <li>• outcomes of instruction or demonstration</li> <li>• reason for instruction or demonstration</li> <li>• who will be attending instruction session.</li> </ul>   |

| <b>RANGE STATEMENT</b>                  |  |
|---|--|
| <i>OHS procedures</i> may include:      | <ul style="list-style-type: none"> <li>• emergency procedures</li> <li>• hazards and their means of control</li> <li>• incident reporting</li> <li>• use of personal protective equipment</li> <li>• safe work practices</li> <li>• safety briefings</li> <li>• site-specific safety rules.</li> </ul>                     |
| <i>Delivery techniques</i> may include: | <ul style="list-style-type: none"> <li>• coaching</li> <li>• demonstration</li> <li>• explanation</li> <li>• group or pair work</li> <li>• providing opportunities to practise skills and solve problems</li> <li>• questions and answers.</li> </ul>  |
| <i>Coaching</i> may include:            | <ul style="list-style-type: none"> <li>• learning arrangements requiring immediate interaction and feedback</li> <li>• on-the-job instruction and 'buddy' systems</li> <li>• relationships targeting enhanced performance</li> <li>• short-term learning arrangements</li> <li>• working on a one-to-one basis.</li> </ul> |
| <i>Measures</i> may include:            | <ul style="list-style-type: none"> <li>• informal review or discussion</li> <li>• learner survey</li> <li>• on-the-job observation</li> <li>• review of peer coaching arrangements.</li> </ul>   |

## Unit Sector(s)

|                    |                           |
|--------------------|---------------------------|
| <b>Unit sector</b> | Delivery and facilitation |
|--------------------|---------------------------|

## Competency field

|                         |  |
|-------------------------|--|
| <b>Competency field</b> |  |
|-------------------------|--|

## Co-requisite units

|                    |  |  |
|--------------------|--|--|
| Co-requisite units |  |  |
|                    |  |  |
|                    |  |  |

## TAEDEL404A Mentor in the workplace

### Modification History

Not applicable.

### Unit Descriptor

|                        |  |
|------------------------|--|
| <b>Unit descriptor</b> | This unit describes the performance outcomes, skills and knowledge required to establish and develop a professional mentoring relationship with a learner, in particular an apprentice or trainee employed by, or undertaking work placement in, a workplace. It includes establishing the need for mentoring, developing a mentoring plan/framework, facilitating and monitoring the mentoring relationship, and evaluating the effectiveness of mentoring. |
|------------------------|--|

### Application of the Unit

|                                |  |
|--------------------------------|--|
| <b>Application of the unit</b> | This unit typically applies to workplace supervisors or other work colleague with responsibility for mentoring in the workplace. |
|--------------------------------|--|

### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

## Employability Skills Information

|                             |  |
|-----------------------------|--|
| <b>Employability skills</b> | This unit contains employability skills. |
|-----------------------------|--|

## Elements and Performance Criteria Pre-Content

|   |  |
|---|--|
| Elements describe the essential outcomes of a unit of competency. | Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide. |
|---|--|

## Elements and Performance Criteria

| ELEMENT                              | PERFORMANCE CRITERIA   |
|--------------------------------------|--|
| 1. Develop a mentoring plan          | 1.1. Identify scope and boundaries of the <i>mentoring</i> relationship according to organisational procedures<br>1.2. Establish <i>ground rules</i> and negotiate realistic expectations<br>1.3. Establish and maintain confidentiality of the relationship in accordance with <i>legislation, policy and procedures</i>  |
| 2. Facilitate mentoring relationship | 2.1. Develop learner's confidence, self-esteem, respect and trust in the mentoring relationship<br>2.2. Share personal experiences and knowledge with the person being mentored according to agreed objectives<br>2.3. Support the person being mentored to develop and use skills in problem solving and decision making<br>2.4. Use personal and professional networks to assist the person being mentored<br>2.5. Provide information, guidance and constructive guidance to enhance engagement in the workplace<br>2.6. Use <i>techniques for resolving differences</i> without damaging the relationship, and obtain assistance according to organisational policy and procedures |
| 3. Monitor mentoring relationship    | 3.1. Provide planning assistance and guidance as requested by the person being mentored in a form  |

| ELEMENT                                | PERFORMANCE CRITERIA  |
|--|---|
|  | <p>and style to suit their requirements</p> <p>3.2. Provide feedback to the person being mentored on progress towards achieving the expectations and goals of the mentoring process</p> <p>3.3. Recognise and discuss changes in the <i>mentoring relationship</i> with appropriate <i>stakeholders</i></p> <p>3.4. Negotiate and manage closure of the mentoring arrangement once objectives have been met</p> |
| 4. Evaluate effectiveness of mentoring | <p>4.1. Establish and discuss <i>benefits</i> gained from the mentoring process</p> <p>4.2. Reflect on and articulate the personal benefits gained from providing mentoring</p> <p>4.3. Identify and report the outcomes of the mentoring arrangement and the <i>benefits to the organisation</i> according to organisational policy and procedures to improve the mentoring system or program</p>              |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

#### Required skills

- planning and time-management skills to mentor in a workplace
- oral communication and language skills to motivate learners
- organisational skills to provide guidance and feedback to individuals
- interpersonal skills to:
  - engage in relationship building, including building trust and maintaining confidentiality
  - respond to diversity, including gender and disability
- communication skills to use a range of communication strategies, including listening, questioning, and giving and receiving feedback
- initiative and enterprise skills to apply procedures relating to OHS and environmental legislation in the context of workplace mentoring

#### Required knowledge

- relevant policy, legislation, codes of practice and national standards likely to impact on the provision of workplace mentoring
- training contracts and responsibilities of employer, registered training organisation

## REQUIRED SKILLS AND KNOWLEDGE

- (RTO) and funding body
- training plans and responsibilities
- training products and strategies for learning
- mentoring methodologies and strategies
- acceptable behaviour in the mentoring relationship
- equal employment opportunity, equity and diversity principles
- OHS relating to the work role, including:
  - hazards relating to the industry and specific workplace
  - reporting requirements for hazards and incidents
  - specific procedures for work tasks
  - safe use and maintenance of relevant equipment
  - emergency procedures
  - sources of OHS information

## Evidence Guide

### EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

|   |   |
|---|---|
| <b>Overview of assessment</b>   | Assessment must address the scope of this unit and reflect all components of the unit. Arrange of appropriate assessment methods and evidence-gathering techniques must be used to determine competency. A judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated.  |
| <b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b> | Evidence of the ability to: <ul style="list-style-type: none"> <li>• prepare a mentoring plan between the mentor and learner that reflects the scope and substance expected within a plan prepared for a learner undertaking a contracted apprenticeship or traineeship</li> <li>• facilitate at least three mentoring sessions</li> <li>• provide information on sessions, including comments and notes from both mentor and learner.</li> </ul> |
| <b>Context of and specific resources for assessment</b>   | Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be  |



| <b>EVIDENCE GUIDE</b>                      |   |
|--|---|
|  | provided.   |
| <b>Method of assessment</b>                |   |
| <b>Guidance information for assessment</b> | For further information about assessment of this and other TAE units, refer to relevant implementation guidance published on the IBSA website ( <a href="http://www.ibsa.org.au">www.ibsa.org.au</a> ). |

## Range Statement

| <b>RANGE STATEMENT</b>   |  |
|--|--|
| <p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p> |  |
| <b><i>Mentoring</i></b> may include:   | <ul style="list-style-type: none"> <li>• long-term focus on personal growth and learning</li> <li>• wide range of learning oriented to: <ul style="list-style-type: none"> <li>• support</li> <li>• guidance in personal or career growth</li> </ul> </li> <li>• relationship, not just a procedure or activity</li> <li>• one person professionally assisting the career development of another.</li> </ul> |
| <b><i>Ground rules</i></b> may include:  | <ul style="list-style-type: none"> <li>• training for mentoring partners</li> <li>• mentoring agreement</li> <li>• active involvement of both partners in the mentoring process.</li> </ul>  |
| <b><i>Legislation, policy and procedures</i></b> may include:  | <ul style="list-style-type: none"> <li>• commonwealth and state or territory legislation and regulations, such as: <ul style="list-style-type: none"> <li>• privacy legislation</li> <li>• equal employment opportunity, anti-discrimination and harassment legislation</li> <li>• OHS legislation</li> <li>• user choice</li> </ul> </li> <li>• organisational policy, procedures and protocols.</li> </ul> |
| <b><i>Techniques for resolving differences</i></b>   | <ul style="list-style-type: none"> <li>• finding a mutually beneficial solution</li> <li>• self-disclosure</li> </ul>  |

| <b>RANGE STATEMENT</b>                           |  |
|--|--|
| may include:                                     | <ul style="list-style-type: none"> <li>• inviting discussion</li> <li>• providing explanations</li> <li>• accessing assistance.</li> </ul>   |
| <i>Mentoring relationship</i> may include:       | <ul style="list-style-type: none"> <li>• informal workplace development program</li> <li>• formal mentoring process associated with a contracted apprenticeship or traineeship, involving a formal training plan.</li> </ul>   |
| <i>Stakeholders</i> may include:                 | <ul style="list-style-type: none"> <li>• trainee or apprentice</li> <li>• manager or supervisor</li> <li>• RTO</li> <li>• learning support services, including assistive technology and diagnostic testing</li> <li>• funding organisation</li> <li>• supplier of learning resources.</li> </ul>   |
| <i>Benefits</i> may include:                     | <ul style="list-style-type: none"> <li>• insights into organisational culture, attitudes and expected behaviours</li> <li>• supportive environment in which successes and failures can be evaluated</li> <li>• networking opportunities</li> <li>• development of workplace competence and self-confidence</li> <li>• recognition and job satisfaction</li> <li>• mutual respect.</li> </ul> |
| <i>Benefits to the organisation</i> may include: | <ul style="list-style-type: none"> <li>• increased productivity</li> <li>• new competencies in the person being mentored</li> <li>• staff motivation</li> <li>• more committed, involved and responsible learners.</li> </ul>  |

## Unit Sector(s)

|                    |                           |
|--------------------|---------------------------|
| <b>Unit sector</b> | Delivery and facilitation |
|--------------------|---------------------------|

## Competency field

|                         |  |
|-------------------------|--|
| <b>Competency field</b> |  |
|-------------------------|--|

## Co-requisite units

|                    |  |  |
|--------------------|--|--|
| Co-requisite units |  |  |
|                    |  |  |
|                    |  |  |

# **TLIB2003 Carry out vehicle servicing and maintenance**

## **Modification History**

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

## **Application**

This unit involves the skills and knowledge required to carry out basic servicing and maintenance of a commercial vehicle, in accordance with relevant roads and traffic authority regulations.

It includes actions to implement vehicle manufacturer specifications for routine checks and maintenance, to ensure all specified safety requirements are met, and to ensure vehicle is operational to workplace requirements and relevant state/territory roads and traffic authority regulations.

Work is performed with limited supervision, and with duty of care responsibility for self and others in achieving the prescribed outcomes.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## **Pre-requisite Unit**

Not applicable.

## **Competency Field**

B – Equipment Checking and Maintenance

## **Unit Sector**

Not applicable.

## Elements and Performance Criteria

### ELEMENTS

### PERFORMANCE CRITERIA

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

#### **1 Maintain and service vehicle systems**

- 1.1 Hazards are identified, risks are assessed and control measures are implemented
- 1.2 Fluid levels are checked and adjusted in accordance with manufacturer specifications and workplace procedures
- 1.3 Air levels are checked and adjusted in accordance with manufacturer specifications and workplace procedures
- 1.4 Routine checks are made of vehicle systems and appropriate action is initiated for maintenance as required in accordance with workplace procedures
- 1.5 Appropriate precautions and procedures are followed when servicing/maintaining a vehicle to ensure adequate protection of the environment
- 1.6 Work health and safety (WHS)/occupational health and safety (OHS) procedures are followed when carrying out routine servicing and maintenance of a vehicle

#### **2 Carry out minor vehicle repairs**

- 2.1 Vehicle components are removed, repaired or replaced and refitted to vehicle using correct tools in accordance with manufacturer instructions and workplace procedures
- 2.2 Tyres on vehicle are repaired or replaced in accordance with workplace procedures and manufacturer instructions
- 2.3 Worn brakes are identified and action is taken in accordance with workplace procedures and manufacturer specifications
- 2.4 Need for more complex maintenance procedures is identified and problem is correctly referred in accordance with workplace procedures

#### **3 Diagnose minor vehicle faults and undertake repairs for the**

- 3.1 Minor faults in vehicle systems are identified, diagnosed and repaired in accordance with

**safe operation of a vehicle**

manufacturer specifications and workplace procedures

- 3.2 Identified faults that create a safety hazard are reported and appropriate action is taken to remove vehicle from operation pending repair

**4 Complete documentation**

- 4.1 Routine servicing, maintenance and repair record requirements are confirmed

- 4.2 Records of routine servicing, maintenance and repairs are kept in accordance with workplace procedures

## Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions can be found in the Companion Volume Implementation Guide.

## Unit Mapping Information

This unit replaces and is equivalent to TLIB2003A Carry out vehicle servicing and maintenance.

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851>

# Assessment Requirements for TLIB2003 Carry out vehicle servicing and maintenance

## Modification History

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

## Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying precautions and required action to minimise, control or eliminate identified hazards
- applying relevant legislation and workplace procedures
- checking and replenishing fluids and carrying out lubrication processes
- communicating and working effectively with others
- completing relevant documentation
- implementing contingency plans
- modifying activities depending on operational contingencies, risk situations and environments
- monitoring and prioritising work activities in terms of planned schedule
- monitoring performance of equipment
- operating and adapting to differences in equipment in accordance with workplace procedures
- reading, interpreting and following relevant instructions, procedures, information and signs
- reporting and/or rectifying identified problems, faults or malfunctions promptly, in accordance with regulatory requirements and workplace procedures
- selecting and using required personal protective equipment conforming to industry and work health and safety (WHS)/occupational health and safety (OHS) standards
- servicing equipment in terms of maintenance schedule and standard operating procedures
- working systematically with required attention to detail without injury to self or others, or damage to vehicle or equipment.

## Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- basic fault finding procedures required for routine servicing and maintenance of vehicles
- basic principles for operating systems on commercial vehicles, including electrical systems, fuel systems, cooling systems, steering systems, exhaust systems, tyres and brakes
- housekeeping standards for routine servicing and maintenance
- problems that may occur during vehicle routine servicing and maintenance and appropriate action and solutions
- procedures for checking, and routine servicing and maintenance of a commercial vehicle, in accordance with workplace and manufacturer requirements, and established safety rules and regulations
- procedures for use and maintenance of materials, tools and parts required for routine servicing and maintenance
- procedures required to minimise waste during routine servicing and maintenance
- recognition and diagnosis of faults and vehicle irregularities
- relevant duty of care requirements for routine servicing and maintenance of vehicles
- relevant WHS/OHS and pollution control procedures
- reporting and documentation requirements.

## Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the *Standards for Registered Training Organisations* current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the *Standards for Registered Training Organisations* current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment include:

- a range of relevant exercises, case studies and/or simulations
- applicable documentation including workplace procedures, regulations, codes of practice and operation manuals



- relevant materials, tools, equipment and personal protective equipment currently used in industry.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851>

# TLIC1051 Operate commercial vehicle

## Modification History

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

## Application

This unit involves the skills and knowledge required to maintain the safety of and to operate, a commercial vehicle across a variety of job roles.

It includes monitoring traffic and associated equipment, managing vehicle condition and performance, and effectively managing hazardous situations.

Driving must be carried out in accordance with relevant state/territory roads and traffic authority licence requirements and regulations.

Driving is performed with limited supervision, and with duty of care responsibility for self and others in achieving the prescribed outcomes.

Licensing, legislative, regulatory or certification requirements are applicable to this unit. Provisional car licence must be held prior to commencement of this unit of competency.

## Pre-requisite Unit

Not applicable.

## Competency Field

C – Vehicle Operation

## Unit Sector

Not applicable.

## Elements and Performance Criteria

### ELEMENTS

### PERFORMANCE CRITERIA

Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

**1 Operate commercial vehicle**

- 1.1 Engine power is managed to ensure efficiency and performance and to minimise engine and transmission damage
- 1.2 Driving hazards are identified and/or anticipated and avoided
- 1.3 Vehicle lights and indicators are used in accordance with traffic regulations and manufacturer instructions
- 1.4 Vehicle is secured in accordance with manufacturer specifications, traffic regulations and workplace procedures
- 1.5 Appropriate procedures are followed in a driving emergency
- 1.6 Appropriate low-risk driving behaviour is displayed towards other road users in accordance with workplace procedures
- 1.7 Vehicle is positioning and moved conveniently and safely for loading and unloading in accordance with regulatory and workplace instruction
- 1.8 All associated equipment is operated in accordance with manufacturer and workplace instructions

**2 Monitor traffic and road conditions**

- 2.1 Most efficient route of travel is taken by monitoring and anticipating traffic flows and conditions, road standards and other factors likely to cause delays or route deviations
- 2.2 Traffic and road conditions are constantly monitored and acted on to enable safe operation and to ensure no injury to people or damage to property, equipment, loads and facilities

**3 Monitor and maintain vehicle performance**

- 3.1 Vehicle performance and safety is maintained through vehicle pre-operational inspections and
- 3.2 Performance and efficiency of vehicle operation is monitored during use
- 3.3 Vehicle is driven in a manner that incorporates eco driving principles
- 3.4 Defective or irregular performance or malfunctions are repaired as a minor repair or reported to appropriate authority
- 3.5 Vehicle records are maintained/updated and information is processed in accordance with workplace procedures

## Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions can be found in the Companion Volume Implementation Guide.

## Unit Mapping Information

This unit replaces and is equivalent to TLIC1051A Operate commercial vehicle.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851>

# Assessment Requirements for TLIC1051 Operate commercial vehicle

## Modification History

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

## Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying precautions and required action to minimise, control or eliminate identified hazards
- applying relevant legislation and workplace procedures
- checking and replenishing fluids and carrying out lubrication processes
- completing relevant documentation
- demonstrating low-risk driving behaviours
- monitoring and anticipating traffic hazards and taking appropriate action
- monitoring performance of vehicle and taking appropriate action
- operating a commercial vehicle and its associated equipment
- reporting and/or rectifying identified problems, faults or malfunctions promptly, in accordance with regulatory requirements and workplace procedures
- reading and interpreting relevant instructions, procedures, information and signs .

## Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- causes and effects of fatigue on drivers
- differences between transmission types
- driving hazards and related defensive driving techniques
- efficient driving techniques
- engine power management and safe driving strategies
- factors that increase fatigue-related accidents
- factors that may cause traffic delays and diversions, and related action that can be taken
- fatigue management strategies including on-road techniques

- lifestyles that promote effective long-term fatigue management
- low-risk driving behaviours
- map reading and road navigation techniques
- pre-operational checks carried out on vehicle and related action
- principles of stress management when driving a vehicle
- procedures to be followed in a driving emergency
- relevant work health and safety (WHS)/occupational health and safety (OHS) and environmental/emissions procedures and regulations
- relevant state/territory road traffic authority road rules, regulations, permit and licence requirements
- vehicle controls, instruments and indicators and their use
- vehicle handling procedures
- workplace driving and operational instructions.

## Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the *Standards for Registered Training Organisations* current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the *Standards for Registered Training Organisations* current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment include:

- a range of relevant exercises, case studies and/or simulations
- applicable documentation including workplace procedures, regulations, codes of practice and operation manuals
- relevant materials, tools, equipment and personal protective equipment currently used in industry.

A simulator/online assessment is not suitable for the final assessment of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851>

# TLIC2025 Operate four wheel drive vehicle

## Modification History

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

## Application

This unit involves the skills and knowledge required to operate a four wheel drive vehicle safely in a range of conditions in accordance with the relevant state/territory legislated roads and traffic licence requirements.

It includes driving a four wheel drive vehicle on roads, traversing gradients, ascending and descending steep gradients, and operating in rugged terrain. It also includes using vehicle equipment/controls and completing pre- and post-operational checks.

Recognised driver's licence or provisional car licence must be held prior to commencing this unit of competency.

Driving involves the application of four wheel drive vehicle operating principles and procedures to maintain the safety and operation of a four wheel drive vehicle across a variety of on-road and off-road contexts.

Driving is performed with limited supervision, and with duty of care responsibility for self and others in achieving the prescribed outcomes.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Pre-requisite Unit

Not applicable.

## Competency Field

C – Vehicle Operation

## Unit Sector

Not applicable.



## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential outcomes.

#### 1 Operate four wheel drive vehicles on roads

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1 Pre-start checks of vehicle and equipment are carried out in accordance with manufacturer specifications and roadworthy requirements
- 1.2 Job hazards are identified and required action is taken to minimise, control or eliminate identified hazards
- 1.3 Tyres are checked for pressure suitable for terrain and/or changed in accordance with manufacturer and workplace procedures
- 1.4 Vehicle fuel, water and any ancillary equipment are checked before starting vehicle journey in accordance with manufacturer and workplace procedures
- 1.5 Loads are secured in accordance with workplace and legislative requirements
- 1.6 Vehicle is driven on-road and off-road in accordance with legislative and workplace requirements, at appropriate operating speeds for road or track conditions and hazards
- 1.7 Vehicle equipment/controls are set and operated in accordance with manufacturer instructions for operation in surrounding terrain
- 1.8 Road conditions are constantly monitored, negotiated and appropriate operations and control techniques are used to ensure safe vehicle operation and no injury to people or damage to vehicle, tracks or loads is sustained
- 1.9 Vehicle is parked and shut down in accordance with workplace and manufacturer requirements

#### 2 Operate vehicle on, or across a gradient

- 2.1 Intended vehicle path is inspected prior to negotiating gradient
- 2.2 Loads are secured in accordance with workplace and legislative requirements
- 2.3 Appropriate gear and/or range are selected and engine revolutions are maintained to ensure constant traction

- 2.4 Vehicle is driven on-road and off-road in accordance with legislative and workplace requirements at appropriate speeds for conditions and gradient hazards
  - 2.5 Vehicle equipment/controls are set and operated in accordance with manufacturer instructions for operation in, on or across a gradient
  - 2.6 Gradient conditions are constantly monitored, and appropriate operations and control techniques are used to ensure safe vehicle operation and no injury to people or damage to vehicle, tracks or loads is sustained
- 3 Operate vehicle ascending a steep gradient**
- 3.1 Intended vehicle path is inspected prior to negotiating ascent
  - 3.2 Appropriate gear and/or range are selected to ascend grade, and engine revolutions are maintained to ensure constant traction
  - 3.3 Vehicle equipment/controls are set and operated in accordance with manufacturer instructions for operation while ascending a steep gradient
  - 3.4 Stall recovery techniques are applied in accordance with manufacturer and workplace procedures
  - 3.5 Ascent conditions are constantly monitored, and appropriate operations and control techniques are used to ensure safe vehicle operation and no injury to people or damage to vehicle, tracks or loads is sustained
- 4 Operate vehicle descending a steep gradient**
- 4.1 Intended vehicle path is inspected prior to negotiating gradient
  - 4.2 Appropriate gear and/or range are selected to descend grade, and engine revolutions are maintained to ensure constant traction
  - 4.3 Vehicle equipment/controls are set and operated in accordance with manufacturer instructions for operation while descending a steep gradient
  - 4.4 Stall recovery techniques are applied in accordance with manufacturer and workplace procedures
  - 4.5 Descent conditions are constantly monitored, and appropriate operations and control techniques are used to ensure safe vehicle operation and no injury to people or damage to vehicle, tracks or loads is sustained

- 5 Operate vehicle in rugged terrain**
- 5.1 Intended vehicle path is inspected prior to negotiating rugged terrain
  - 5.2 Appropriate gear and/or range are selected to negotiate rugged terrain and engine revolutions are maintained to ensure constant traction
  - 5.3 Vehicle equipment/controls are set and operated in accordance with manufacturer instructions for operation in surrounding terrain
  - 5.4 Vehicle chains are fitted in accordance with manufacturer instructions and environmental conditions, as required
  - 5.5 Vehicle load is inspected, positioned and secured to maximise traction for four wheel driving
  - 5.6 Rugged conditions are constantly monitored, and appropriate operations and control techniques are used to ensure safe vehicle operation and no injury to people or damage to vehicle, tracks or loads is sustained
- 6 Complete operations**
- 6.1 Vehicle is parked and shut down in accordance with workplace and manufacturer requirements
  - 6.2 Faults or malfunctions are corrected and/or reported in accordance with manufacturer and workplace requirements
  - 6.3 Vehicle and equipment are cleaned and stored after use in accordance with workplace requirements
  - 6.4 Documentation and journey reports are completed in accordance with workplace procedures

## Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions can be found in the Companion Volume Implementation Guide.

## Unit Mapping Information

This unit replaces and is equivalent to TLIC2025A Operate four wheel drive vehicle.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851>

# Assessment Requirements for TLIC2025 Operate four wheel drive vehicle

## Modification History

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

## Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying relevant legislation and workplace procedures
- cleaning and storing vehicles and equipment
- communicating effectively with others
- completing relevant documentation
- conducting pre-start checks
- demonstrating low-risk driving behaviours
- identifying and correcting minor operational faults
- identifying job hazards and taking required action
- implementing contingency plans
- interpreting and following operational instructions and prioritising work
- modifying activities depending on operational contingencies, risk situations and environments
- reporting and/or rectifying identified problems, faults or malfunctions promptly, in accordance with regulatory requirements and workplace procedures
- reading and interpreting relevant instructions, procedures, information and signs
- using and adjusting vehicle equipment/controls as required:
  - brakes
  - electronic traction control
  - freewheeling hubs
  - gears/range
  - heating and cooling systems
  - jacks
  - tyres
- working systematically with required attention to detail without injury to self or others, or damage to goods or equipment.

## Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- documentation and record keeping requirements
- effect of hard surface driving (such as transmission wind up) on a 4x4 system
- effect of loads while negotiating a gradient
- effect on centre of gravity of changing fluid loads
- efficient driving techniques and safe driving strategies
- environmental impact of 4x4 driving
- hazards and risks associated with traversing cross gradients
- hazards that may exist when operating a four wheel drive vehicle in on-road and off-road situations, and action to minimise, control or eliminate identified hazards
- low risk driving behaviours:
  - creating and maintaining crash avoidance space
  - protecting crash avoidance space
  - road rules and directions
  - space and time management
- pre- and post-operational checks and related action
- problems that may occur when operating a four wheel drive vehicle, and action that can be taken to report or resolve the problems
- relevant land management procedures and regulations
- relevant state/territory road traffic authority road rules, regulations, permit and licence requirements
- relevant work health and safety (WHS)/occupational health and safety (OHS) and environmental procedures and regulations
- vehicle equipment/controls, instruments and indicators, and their use
- vehicle handling procedures and techniques for a range of road and track conditions
- workplace procedures for operating a four wheel drive vehicle in both on-road and off-road situations.

## Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the *Standards for Registered Training Organisations* current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the *Standards for Registered Training Organisations* current at the time of assessment.

Assessment must occur in workplace operational situations, where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions in a four wheel drive vehicle typical of that used in industry.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment include:

- a range of relevant exercises, case studies and/or simulations
- applicable documentation including workplace procedures, regulations, codes of practice and operation manuals
- relevant materials, tools, equipment and personal protective equipment currently used in industry.

A simulator/online assessment is not suitable for the final assessment of this unit of competency.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851>

# TLIC3042 Operate coach/bus

## Modification History

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

## Application

This unit involves the skills and knowledge required to operate a passenger coach/bus across a variety of contexts.

It includes maintaining systematic and efficient control of all coach/bus functions, monitoring traffic and road conditions, managing coach/bus condition and performance, and effectively managing hazardous situations.

Operation of a passenger coach/bus is performed with limited supervision, and with duty of care responsibility for self and others in achieving the prescribed outcomes.

This unit meets part of the certification requirements for obtaining coach/bus driver accreditation. As requirements may vary between states and territories, people seeking coach/bus accreditation should contact their state/territory regulatory authority.

## Pre-requisite Unit

Not applicable.

## Competency Field

C – Vehicle Operation

## Unit Sector

Not applicable.

## Elements and Performance Criteria

### ELEMENTS

### PERFORMANCE CRITERIA



Elements describe the essential outcomes.

Performance criteria describe the performance needed to demonstrate achievement of the element.

## **1 Operate coach/bus**

- 1.1 Job hazards are identified and required action is taken to minimise, control or eliminate identified hazards
- 1.2 Coach/bus is started, steered, manoeuvred, positioned and stopped in accordance with manufacturer instructions
- 1.3 Engine power is managed to ensure efficiency and performance, and to minimise engine and transmission damage
- 1.4 Engine operation is maintained within the manufacturer specified torque range and temperature, by effectively using transmission
- 1.5 Coach/bus braking system is managed and operated to ensure effective control of coach/bus under all conditions
- 1.6 Road and traffic hazards are identified and/or anticipated and avoided or controlled through defensive driving techniques
- 1.7 Coach/bus is driven in reverse, maintaining visibility and achieving accurate positioning in accordance with workplace procedures
- 1.8 Coach/bus is parked, shut down and secured in accordance with manufacturer specifications and workplace procedures
- 1.9 Low risk driving behaviour is applied towards other road users in accordance with workplace procedures

## **2 Monitor and respond to traffic and road conditions**

- 2.1 Efficient route of travel is taken by monitoring and anticipating traffic flows and conditions, road standards and other factors likely to cause delays or route deviations
- 2.2 Traffic and road conditions are constantly monitored and acted on to enable safe operation and to ensure no injury to people or damage to property, equipment, loads and facilities

## **3 Monitor and maintain coach/bus performance**

- 3.1 Coach/bus performance is maintained through pre-operational inspections and checks of coach/bus and ancillary equipment
- 3.2 Performance and efficiency of coach/bus operation is monitored during use
- 3.3 Defective or irregular performance or malfunctions are repaired or reported to appropriate authority in accordance

- with workplace procedures
- 3.4 Coach/bus records are maintained/updated and information is processed in accordance with workplace procedures
  - 3.5 Vehicle monitoring devices (such as tachographs) are operated in accordance with workplace procedures
- 4 Operate coach/bus safely**
- 4.1 Passenger positioning and dispersion is undertaken in accordance with manufacturer instructions and workplace procedures
  - 4.2 Coach/bus doors are operated safely for entry and exit from coach/bus in accordance with manufacturer and workplace procedures
  - 4.3 Visual checks are conducted on entry to and exit from coach/bus stops in accordance with workplace procedures
  - 4.4 Vehicle is positioned and moved conveniently and safely for passengers embarking and disembarking, in accordance with regulatory and workplace procedures
- 5 Operate coach/bus associated equipment**
- 5.1 Coach/bus associated equipment is operated in accordance with manufacturer and workplace procedures
  - 5.2 Faults with coach/bus associated equipment are reported according to manufacturer and workplace procedures
  - 5.3 Route destination is clearly displayed on vehicle in accordance with workplace procedures
- 6 Provide customer service to passengers on coach/bus**
- 6.1 Comfort and wellbeing of passengers are managed in accordance with workplace instructions
  - 6.2 Lost property is processed in accordance with workplace procedures
  - 6.3 Assistance is provided for identified customer specific needs and/or luggage and ancillary equipment requirements in accordance with workplace procedures

## Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

## Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions can be found in the Companion Volume Implementation Guide.

## Unit Mapping Information

This unit replaces and is equivalent to TLIC3042A Operate coach/bus.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851>

# Assessment Requirements for TLIC3042 Operate coach/bus

## Modification History

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

## Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying fatigue management techniques
- applying industry and organisational customer service standards
- applying knowledge of relevant legislation and workplace procedures
- applying precautions and required action to minimise, control or eliminate identified hazards
- checking and replenishing fluids and carrying out lubrication processes
- communicating effectively with others
- completing relevant documentation
- implementing responses to changing road conditions
- interpreting and following operational instructions and prioritising work
- modifying activities depending on operational contingencies, risk situations and environments
- monitoring performance of coach/bus and its equipment and taking appropriate action
- operating and adapting to differences in equipment in accordance with operating procedures
- operating electronic communications equipment to required protocol including on-board intercom and communications equipment
- reading and interpreting relevant instructions, procedures, information and signs
- reporting and/or rectifying identified problems, faults or malfunctions promptly, in accordance with workplace procedures
- servicing coach/bus and its equipment in terms of maintenance schedule and standard operating procedures
- undertaking pre-operational checks and vehicle handling procedures
- working collaboratively with others
- working systematically with required attention to detail without injury to self or others, or damage to goods or equipment.

## Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- causes and effects of driver fatigue
- coach/bus controls, instruments and indicators, and their use
- coach/bus handling procedures
- differences between transmission types
- driving hazards and related defensive driving techniques
- efficient driving techniques
- engine power management and safe driving strategies
- factors that increase fatigue-related accidents
- factors that may cause traffic delays and diversions and related action that can be taken by a driver
- fatigue management strategies including on-road techniques
- lifestyles that promote effective long-term fatigue management
- map reading and road navigation techniques
- pre-operational checks carried out on coaches/buses and related action
- principles of stress management when driving a vehicle
- procedures to be followed in a driving emergency
- relevant state/territory regulations and procedures in relation to bus stops
- relevant state/territory road traffic authority road rules, regulations, permit and licence requirements
- relevant work health and safety (WHS)/occupational health and safety (OHS) and environmental procedures and regulations
- workplace driving and operational instructions.

## Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the *Standards for Registered Training Organisations* current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the *Standards for Registered Training Organisations* current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy

requirements of the work being performed and the needs of the candidate.

Resources for assessment include:

- a range of relevant exercises, case studies and/or simulations
- applicable documentation including workplace procedures, regulations, codes of practice and operation manuals
- relevant materials, tools, equipment and personal protective equipment currently used in industry.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851>

# TLIE1005 Carry out basic workplace calculations

## Modification History

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

## Application

This unit involves the skills and knowledge required to carry out basic routine workplace calculations.

It includes carrying out required mathematical operations; preparing basic estimates of mass, size and volume; and interpreting basic graphical representations of mathematical information. It also includes calculations for routine industry-related tasks using manual and electronic processes.

It specifically includes the skills and knowledge needed to estimate/calculate manual load shifting requirements. Calculations are carried out as an integral part of routine work in the context of the workplace concerned.

Work is performed under some supervision, generally within a team environment.

Work involves the application of established mathematical principles and techniques in day-to-day work activities.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

## Pre-requisite Unit

Not applicable.

## Competency Field

E – Communication and calculation

## Unit Sector

Not applicable.

## Elements and Performance Criteria

### ELEMENTS

Elements describe the essential outcomes.

#### 1 Carry out calculations

#### 2 Prepare estimates

#### 3 Interpret graphical representations of mathematical information

### PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1 Items are counted singly and in batches, and sorted numerically as required
- 1.2 Calculations needed to complete work tasks are performed using the four basic processes of addition, subtraction, multiplication and division
- 1.3 Calculations involving fractions, percentages and mixed numbers, along with using the four basic processes, are performed as required
- 1.4 Calculator, numeric keypad or computer are used to perform workplace tasks
- 1.5 Numerical information is self-checked and corrected for accuracy
- 2.1 Quantities of materials and resources required to complete a work task are estimated
- 2.2 Time needed to complete a work activity is estimated
- 2.3 Accurate estimates for work completion are made
- 3.1 Information represented in symbols, diagrams and pictorial representations is recognised
- 3.2 Recognised information represented in symbols, diagrams and pictorial representations is interpreted and acted upon

## Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.



## Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Non-essential conditions can be found in the Companion Volume Implementation Guide.

## Unit Mapping Information

This unit replaces and is equivalent to TLIE1005A Carry out basic workplace calculations.

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851>

# Assessment Requirements for TLIE1005 Carry out basic workplace calculations

## Modification History

Release 1. This is the first release of this unit of competency in the TLI Transport and Logistics Training Package.

## Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least one occasion and include:

- applying relevant legislation and workplace procedures
- carrying out basic calculations as they relate to the job role
- completing documentation related to work activities
- identifying the most common forms of calculations as they relate to the job role
- interpreting graphical representations of mathematical information
- operating and adapting to differences in equipment in accordance with standard operating procedures
- reading and interpreting instructions, procedures and information relevant to basic workplace calculations
- working systematically with required attention to detail.

## Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- basic mathematical operations and techniques
- procedures for identifying and using relevant workplace technology when carrying out workplace calculations
- relevant procedures and duty of care requirements
- relevant work health and safety (WHS)/occupational health and safety (OHS) responsibilities
- typical mathematical problems, and appropriate action and solutions
- ways of representing basic mathematical information.

## Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations, current at the time of assessment.

As a minimum, assessment must satisfy applicable regulatory requirements, which include requirements in the Standards for Registered Training Organisations, current at the time of assessment.

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment include:

- a range of relevant exercises, case studies and/or other simulations
- relevant and appropriate materials, tools, equipment and personal protective equipment currently used in industry
- applicable documentation including workplace procedures, regulations, codes of practice and operation manuals.
- 

## Links

Companion Volume implementation guides are found in VETNet -  
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=df441c6e-213d-43e3-874c-0b3f7036d851>

# SIT Tourism, Travel and Hospitality Training Package

## Modification History

| Release     | Comments  |
|-------------|---|
| Release 1.2 | This release includes three new Skill Sets: <ul style="list-style-type: none"><li>• Australian and International Travel Products</li><li>• Australian and International Travel Destinations</li><li>• Travel Sales and Customer Service</li></ul> |

## Credit Arrangements

| Qualification Code | Qualification Title | Credit Arrangement Details |
|--------------------|---------------------|----------------------------|
|--------------------|---------------------|----------------------------|

At the time of endorsement of this Training Package no national credit arrangements exist.

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>

# SITSS00034 Business Management

## Modification History

Not applicable.

## Description

A set of business management skills to equip individuals for work in any sector of the tourism, travel and hospitality industry.

## Pathways Information

Achievement of these units provides credit towards qualifications in tourism, travel, hospitality, events, holiday parks and resorts in the SIT Tourism, Travel and Hospitality Training Package and qualifications in the BSB Business Services Training Package.

## Licensing/Regulatory Information

No occupational licensing, certification or specific legislative requirements apply to this skill set at the time of publication.

## Skill Set Requirements

| Unit code | Unit title |
|-----------|------------|
|-----------|------------|

|           |                         |
|-----------|-------------------------|
| BSBWRT401 | Write complex documents |
|-----------|-------------------------|

|            |   |
|------------|---|
| SITXCCS008 | Develop and manage quality customer service practices |
|------------|---|

|            |                 |
|------------|-----------------|
| SITXCOM005 | Manage conflict |
|------------|-----------------|

|            |                                 |
|------------|---------------------------------|
| SITXFIN003 | Manage finances within a budget |
|------------|---------------------------------|

|            |                             |
|------------|-----------------------------|
| SITXFIN004 | Prepare and monitor budgets |
|------------|-----------------------------|

|            |                        |
|------------|------------------------|
| SITXHRM003 | Lead and manage people |
|------------|------------------------|

|            |                         |
|------------|-------------------------|
| SITXMGT001 | Monitor work operations |
|------------|-------------------------|

|            |  |
|------------|--|
| SITXMGT002 | Establish and conduct business relationships |
|------------|--|

|            |  |
|------------|--|
| SITXWHS003 | Implement and monitor work health and safety practices |
|------------|--|

## **Target Group**

This skill set is for those tourism, travel and hospitality, industry personnel with frontline operational skills who require business management skills.

## **Suggested words for Statement of Attainment**

These units of competency from the SIT Tourism, Travel and Hospitality Training Package provide a set of business management skills to work in the tourism, travel and hospitality industry.

# SITSS00035 Customer Service Management

## Modification History

Not applicable.

## Description

A set of skills to equip individuals managing quality customer service provision in any sector of the tourism, travel and hospitality industry.

## Pathways Information

Achievement of these units provides credit towards qualifications in tourism, travel, hospitality, events, holiday parks and resorts in the SIT Tourism, Travel and Hospitality Training Package.

## Licensing/Regulatory Information

No occupational licensing, certification or specific legislative requirements apply to this skill set at the time of publication.

## Skill Set Requirements

| Unit code | Unit title |
|-----------|------------|
|-----------|------------|

|            |   |
|------------|---|
| SITXCCS007 | Enhance the customer service experience |
|------------|---|

|            |   |
|------------|---|
| SITXCCS008 | Develop and manage quality customer service practices |
|------------|---|

|            |                 |
|------------|-----------------|
| SITXCOM005 | Manage conflict |
|------------|-----------------|

## Target Group

This skill set is for those tourism, travel and hospitality industry personnel with frontline customer service skills who require customer service management skills.

## Suggested words for Statement of Attainment

These units of competency from the SIT Tourism, Travel and Hospitality Training Package provide a set of skills to manage the delivery of quality customer service in the tourism, travel and hospitality industry.





## SITSS00036 Customer Service

### Modification History

Not applicable.

### Description

A set of skills to equip individuals to provide quality customer service when working in any sector of the tourism, travel and hospitality industry.

### Pathways Information

Achievement of these units provides credit towards qualifications in tourism, travel, hospitality, events, guiding, and holiday parks and resorts in the SIT Tourism, Travel and Hospitality Training Package.

### Licensing/Regulatory Information

No occupational licensing, certification or specific legislative requirements apply to this skill set at the time of publication.

### Skill Set Requirements

| Unit code | Unit title |
|-----------|------------|
|-----------|------------|

|            |                              |
|------------|------------------------------|
| SITXCCS006 | Provide service to customers |
|------------|------------------------------|

|            |                                      |
|------------|--------------------------------------|
| SITXCOM002 | Show social and cultural sensitivity |
|------------|--------------------------------------|

### Target Group

This skill set is for those tourism, travel and hospitality industry frontline service personnel who deal directly with customers on a daily basis.

### Suggested words for Statement of Attainment

These units of competency from the SIT Tourism, Travel and Hospitality Training Package provide a set of skills to communicate effectively with, and provide quality service to both internal and external customers.

## SITSS00037 Essential Business Skills for a Franchisee

### Modification History

Not applicable.

### Description

A set of business skills to equip individuals managing a tourism, travel or hospitality franchise operation.

### Pathways Information

Achievement of these units provides credit towards qualifications in tourism, travel, hospitality, events, holiday parks and resorts in the SIT Tourism, Travel and Hospitality Training Package and qualifications in the BSB Business Services Training Package.

### Licensing/Regulatory Information

No occupational licensing, certification or specific legislative requirements apply to this skill set at the time of publication.

### Skill Set Requirements

| Unit code  | Unit title   |
|------------|--|
| BSBFRA402  | Establish a franchise                                  |
| SITXFIN004 | Prepare and monitor budgets                            |
| SITXFIN006 | Manage revenue   |
| SITXHRM006 | Monitor staff performance                              |
| SITXWHS004 | Establish and maintain a work health and safety system |

### Target Group

This skill set is for individuals in the tourism, travel and hospitality industry responsible for managing a franchise operation.

## **Suggested words for Statement of Attainment**

These units of competency from the SIT Tourism, Travel and Hospitality Training Package provide a set of skills to manage franchise operations in the tourism, travel and hospitality industry.

# SITSS00038 Governance for Board Members

## Modification History

Not applicable.

## Description

A set of skills to equip individuals responsible for organisational governance.

## Pathways Information

Achievement of these units provides credit towards qualifications in tourism, travel, hospitality, events, holiday parks and resorts in the SIT Tourism, Travel and Hospitality Training Package and qualifications in the BSB Business Services Training Package.

## Licensing/Regulatory Information

No occupational licensing, certification or specific legislative requirements apply to this skill set at the time of publication.

## Skill Set Requirements

| Unit code  | Unit title                                       |
|------------|--|
| BSBGOV401  | Implement board member responsibilities          |
| BSBGOV402  | Work within organisational structure             |
| SITXCOM005 | Manage conflict                                  |
| SITXFIN002 | Interpret financial information                  |
| SITXGLC001 | Research and comply with regulatory requirements |

## Target Group

This skill set is for individuals taking on roles, including voluntary roles, as board and committee members who require governance skills for tourism, travel and hospitality organisations or special projects.

## **Suggested words for Statement of Attainment**

These units of competency from the SIT Tourism, Travel and Hospitality Training Package provide a set of skills to effectively participate as a paid or voluntary board or committee member in the tourism, travel and hospitality industry.

## SITSS00039 Mentoring and Supervision

### Modification History

Not applicable.

### Description

A set of mentoring and supervision skills to equip individuals for work in any sector of the tourism, travel and hospitality industry.

### Pathways Information

Achievement of these units provides credit towards qualifications in tourism, travel, hospitality, events, holiday parks and resorts in the SIT Tourism, Travel and Hospitality Training Package.

### Licensing/Regulatory Information

No occupational licensing, certification or specific legislative requirements apply to this skill set at the time of publication.

### Skill Set Requirements

| Unit code  | Unit title                 |
|------------|----------------------------|
| SITXCOM005 | Manage conflict            |
| SITXHRM001 | Coach others in job skills |
| SITXHRM003 | Lead and manage people     |
| SITXMGT001 | Monitor work operations    |

### Target Group

This skill set is for those tourism, travel and hospitality industry personnel with operational skills who require mentoring and supervisory skills.

## **Suggested words for Statement of Attainment**

These units of competency from the SIT Tourism, Travel and Hospitality Training Package provide a set of mentoring and supervisory skills to work in the tourism, travel and hospitality industry.

# SITSS00040 Product Development for International Visitor Markets

## Modification History

Not applicable.

## Description

A set of skills to equip individuals to develop tourism products tailored to international visitor markets.

## Pathways Information

Achievement of these units provides credit towards qualifications in tourism, travel, hospitality, events, holiday parks and resorts in the SIT Tourism, Travel and Hospitality Training Package and qualifications in the BSB Business Services Training Package.

## Licensing/Regulatory Information

No occupational licensing, certification or specific legislative requirements apply to this skill set at the time of publication.

## Skill Set Requirements

| Unit code | Unit title |
|-----------|------------|
|-----------|------------|

|           |  |
|-----------|--|
| BSBMKG605 | Evaluate international marketing opportunities |
|-----------|--|

|            |                                   |
|------------|-----------------------------------|
| SITTPPD007 | Research and analyse tourism data |
|------------|-----------------------------------|

|            |                          |
|------------|--------------------------|
| SITTPPD008 | Develop tourism products |
|------------|--------------------------|

## Target Group

This skill set is for senior tourism, travel and hospitality industry personnel working in strategic planning and product development roles for international markets.



## **Suggested words for Statement of Attainment**

These units of competency from the SIT Tourism, Travel and Hospitality Training Package provide a set of skills to develop tourism products tailored to international visitor markets.

# SITSS00041 Product Sales for International Visitor Markets

## Modification History

Not applicable.

## Description

A set of skills to equip individuals to package and sell tourism products tailored to international visitor markets.

## Pathways Information

Achievement of these units provides credit towards qualifications in tourism, travel, hospitality, events, holiday parks and resorts in the SIT Tourism, Travel and Hospitality Training Package.

## Licensing/Regulatory Information

No occupational licensing, certification or specific legislative requirements apply to this skill set at the time of publication.

## Skill Set Requirements

| Unit code  | Unit title                         |
|------------|------------------------------------|
| SITTPPD001 | Package tourism products           |
| SITTTSL005 | Sell tourism products and services |

## Target Group

This skill set is for senior operational personnel working in tourism, travel and hospitality who package and sell tourism products to meet the preferences of international visitor markets.

## Suggested words for Statement of Attainment

These units of competency from the SIT Tourism, Travel and Hospitality Training Package provide a set of skills to package and sell tourism products tailored to international visitor markets.



## SITSS00042 Service for International Visitors

### Modification History

Not applicable.

### Description

A set of skills to equip individuals in cross-cultural communication and customer service for international visitors.

### Pathways Information

Achievement of these units provides credit towards qualifications in tourism, travel, hospitality, events, guiding, holiday parks and resorts in the SIT Tourism, Travel and Hospitality Training Package.

### Licensing/Regulatory Information

No occupational licensing, certification or specific legislative requirements apply to this skill set at the time of publication.

### Skill Set Requirements

| Unit code  | Unit title  |
|------------|---|
| SITXCCS006 | Provide service to customers                                      |
| SITXCOM002 | Show social and cultural sensitivity                              |
| SITXLAN001 | Conduct basic oral communication in a language other than English |

### Target Group

This skill set is for those tourism, travel and hospitality industry frontline service personnel who deal directly with visitors from international markets on a daily basis.

## **Suggested words for Statement of Attainment**

These units of competency from the SIT Tourism, Travel and Hospitality Training Package provide a set of skills to provide quality service tailored to the cultural and language needs of international visitors.

# SITSS00043 Understanding Financial Concepts for Budgeting

## Modification History

Not applicable.

## Description

A set of skills to understand basic financial concepts in budget preparation and management to equip individuals for work in any sector of the tourism, travel and hospitality industry.

## Pathways Information

Achievement of these units provides credit towards qualifications in tourism, travel, hospitality, events, holiday parks and resorts in the SIT Tourism, Travel and Hospitality Training Package.

## Licensing/Regulatory Information

No occupational licensing, certification or specific legislative requirements apply to this skill set at the time of publication.

## Skill Set Requirements

| Unit code  | Unit title                      |
|------------|---------------------------------|
| SITXFIN002 | Interpret financial information |
| SITXFIN003 | Manage finances within a budget |
| SITXFIN004 | Prepare and monitor budgets     |

## Target Group

This skill set is for those tourism, travel and hospitality industry personnel who have responsibility for budget preparation and management.

## Suggested words for Statement of Attainment

These units of competency from the SIT Tourism, Travel and Hospitality Training Package provide a set of skills to understand basic financial concepts to effectively prepare and manage budgets.



## SITSS00044 Event Coordination

### Modification History

Not applicable.

### Description

A set of fundamental skills to equip individuals to work in event coordination.

### Pathways Information

Achievement of these units provides credit towards qualifications in tourism, travel, hospitality and events in the SIT Tourism, Travel and Hospitality Training Package.

### Licensing/Regulatory Information

No occupational licensing, certification or specific legislative requirements apply to this skill set at the time of publication.

### Skill Set Requirements

| Unit code  | Unit title                              |
|------------|---|
| SITEEVT002 | Process and monitor event registrations |
| SITEEVT008 | Manage event staging components         |

### Target Group

This skill set is for individuals working in administrative roles where event coordination is sometimes required.

### Suggested words for Statement of Attainment

These units of competency from the SIT Tourism, Travel and Hospitality Training Package provide a set of fundamental event coordination skills.



# SITSS00045 Event Development

## Modification History

Not applicable.

## Description

A set of skills to equip individuals in developing and funding event concepts.

## Pathways Information

Achievement of these units provides credit towards qualifications in tourism, travel, hospitality and events in the SIT Tourism, Travel and Hospitality Training Package.

## Licensing/Regulatory Information

No occupational licensing, certification or specific legislative requirements apply to this skill set at the time of publication.

## Skill Set Requirements

| Unit code  | Unit title                  |
|------------|-----------------------------|
| CUAFIM501  | Source funding for projects |
| SITEEVT012 | Develop event concepts      |
| SITEEVT013 | Determine event feasibility |

## Target Group

This skill set is for event personnel who work on event development and funding including those involved in community and cultural events.

## Suggested words for Statement of Attainment

These units of competency from the SIT Tourism, Travel and Hospitality Training Package provide a set of skills required for initial event development and funding.

## SITSS00046 Beverage Advice

### Modification History

Not applicable.

### Description

A set of skills to equip individuals in providing specialist advice on Australian wines and imported alcoholic beverages.

### Pathways Information

Achievement of these units provides credit towards qualifications in tourism, travel, hospitality, events, holiday parks and resorts in the SIT Tourism, Travel and Hospitality Training Package.

### Licensing/Regulatory Information

Certification requirements apply at a state and territory level to individuals involved in the sale, service and promotional service of alcohol in licenced premises. Certification in some States relies on the achievement of SITHFAB002 Provide responsible service of alcohol.

Responsible service of alcohol (RSA) legislative and knowledge requirements may differ across borders. Those developing training to support the RSA unit must consult the relevant state or territory liquor licensing authority to determine any accreditation arrangements for courses, trainers and assessors.

### Skill Set Requirements

| Unit code  | Unit title                                    |
|------------|---|
| SITHFAB002 | Provide responsible service of alcohol        |
| SITHFAB011 | Provide advice on beers, spirits and liqueurs |
| SITHFAB012 | Provide advice on Australian wines            |
| SITHFAB017 | Provide advice on food and beverage matching  |

## **Target Group**

This skill set is for frontline food and beverage service personnel working in hospitality, winery, retail and wholesale organisations, who provide specialist advice on alcoholic beverages.

## **Suggested words for Statement of Attainment**

These units of competency from the SIT Tourism, Travel and Hospitality Training Package provide a set of skills to provide specialist advice on Australian wines and imported alcoholic beverages.

# SITSS00047 Essential Business Skills for a Restaurant Manager

## Modification History

Not applicable.

## Description

A set of skills to equip individuals to manage a restaurant.

## Pathways Information

Achievement of these units provides credit towards qualifications in tourism, travel, hospitality, events, holiday parks and resorts in the SIT Tourism, Travel and Hospitality Training Package and qualifications in the BSB Business Services Training Package.

## Licensing/Regulatory Information

Certification requirements apply at a state and territory level to individuals involved in the sale, service, and promotional service of alcohol in licenced premises. It also applies to the licensee who is ultimately responsible for responsible service of alcohol (RSA) management.

Certification in some States relies on the achievement of SITHFAB002 Provide responsible service of alcohol.

Responsible service of alcohol (RSA) legislative and knowledge requirements differ across borders. Those developing training to support the RSA unit must consult the relevant state or territory liquor licensing authority to determine any accreditation arrangements for courses, trainers and assessors.

Certification requirements also apply at a state and territory level to individuals involved in food handling. Certification in some States relies on the achievement of SITXFSA001 Use hygienic practices for food safety.

Food safety legislative and knowledge requirements may differ across borders. Those developing training to support the unit must consult the relevant state or territory food safety authority to determine any accreditation arrangements for courses, trainers and assessors.

## Skill Set Requirements

| Unit code | Unit title |
|-----------|------------|
|-----------|------------|

|           |                         |
|-----------|-------------------------|
| BSBMGT517 | Manage operational plan |
|-----------|-------------------------|

|            |  |
|------------|--|
| SITHFAB002 | Provide responsible service of alcohol |
|------------|--|

|            |   |
|------------|---|
| SITXCCS008 | Develop and manage quality customer service practices |
|------------|---|

SITXFSA001 Use hygienic practices for food safety

SITXHRM003 Lead and manage people

SITXHRM004 Recruit, select and induct staff

SITXWHS003 Implement and monitor work health and safety practices

## **Target Group**

This skill set is for restaurant managers with operational and service skills who require management skills to operate a restaurant.

## **Suggested words for Statement of Attainment**

These units of competency from the SIT Tourism, Travel and Hospitality Training Package provide a set of skills for restaurant management.

# SITSS00048 Espresso Machine Operation

## Modification History

Not applicable.

## Description

A set of skills to equip individuals in preparing and selling espresso coffee beverages.

## Pathways Information

Achievement of these units provides credit towards qualifications in tourism, travel, hospitality, events, holiday parks and resorts in the SIT Tourism, Travel and Hospitality Training Package.

## Licensing/Regulatory Information

No occupational licensing, certification or specific legislative requirements apply to this skill set at the time of publication.

## Skill Set Requirements

| Unit code  | Unit title                             |
|------------|--|
| SITHFAB005 | Prepare and serve espresso coffee      |
| SITXCCS006 | Provide service to customers           |
| SITXFIN001 | Process financial transactions         |
| SITXFSA001 | Use hygienic practices for food safety |

## Target Group

This skill set is for espresso machine operators who prepare and sell espresso coffee beverages in cafés, restaurants, bars, clubs, and function and event venues.

## Suggested words for Statement of Attainment

These units of competency from the SIT Tourism, Travel and Hospitality Training Package provide a set of skills to prepare and sell espresso coffee beverages.



## SITSS00049 Food Advice

### Modification History

Not applicable.

### Description

A set of skills to equip individuals in providing specialist advice on a diverse range of food items and cuisines.

### Pathways Information

Achievement of these units provides credit towards qualifications in tourism, travel, hospitality, events, holiday parks and resorts in the SIT Tourism, Travel and Hospitality Training Package.

### Licensing/Regulatory Information

Certification requirements apply at a state and territory level to individuals involved in the sale, service and promotional service of alcohol in licenced premises. Certification in some States relies on the achievement of SITHFAB002 Provide responsible service of alcohol.

Responsible service of alcohol (RSA) legislative and knowledge requirements differ across borders. Those developing training to support the RSA unit must consult the relevant state or territory liquor licensing authority to determine any accreditation arrangements for courses, trainers and assessors.

### Skill Set Requirements

| Unit code  | Unit title                                   |
|------------|--|
| SITHFAB002 | Provide responsible service of alcohol       |
| SITHFAB016 | Provide advice on food                       |
| SITHFAB017 | Provide advice on food and beverage matching |

### Target Group

This skill set is for frontline food and beverage service personnel in hospitality environments such as fine dining restaurants, who provide specialist advice on a diverse range of food items and cuisines.



## **Suggested words for Statement of Attainment**

These units of competency from the SIT Tourism, Travel and Hospitality Training Package provide a set of skills to provide specialist advice on a diverse range of food items and cuisines.

## SITSS00050 Food Handling

### Modification History

Not applicable.

### Description

A set of skills to equip individuals for work in food handling to ensure food safety.

### Pathways Information

Achievement of this unit provides credit towards qualifications in tourism, travel, hospitality, events, holiday parks and resorts in the SIT Tourism, Travel and Hospitality Training Package.

### Licensing/Regulatory Information

Certification requirements apply at a state and territory level to individuals involved in food handling. Certification in some States relies on the achievement of SITXFSA001 Use hygienic practices for food safety.

Food safety legislative and knowledge requirements may differ across borders. Those developing training to support the unit must consult the relevant state or territory food safety authority to determine any accreditation arrangements for courses, trainers and assessors.

### Skill Set Requirements

| Unit code  | Unit title                             |
|------------|--|
| SITXFSA001 | Use hygienic practices for food safety |

### Target Group

This skill set is for food handling personnel working in tourism, hospitality and catering organisations with permanent or temporary kitchen premises, and smaller food preparation or bar areas.

### Suggested words for Statement of Attainment

This unit of competency from the SIT Tourism, Travel and Hospitality Training Package provides a set of skills to work hygienically when handling food.



# SITSS00051 Food Safety Supervision

## Modification History

Not applicable.

## Description

A set of skills to equip individuals in hygienic practices and handling food safely during the storage, preparation, display, service, and disposal of food.

## Pathways Information

Achievement of this unit provides credit towards qualifications in tourism, travel, hospitality, events, holiday parks and resorts in the SIT Tourism, Travel and Hospitality Training Package.

## Licensing/Regulatory Information

Certification requirements apply at a state and territory level to individuals involved in food handling or supervision. Certification in some States relies on the achievement of SITXFSA001 Use hygienic practices for food safety and SITXFSA002 Participate in safe food handling practices.

Food safety legislative and knowledge requirements may differ across borders. Those developing training to support the SITXFSA001 and SITXFSA002 units must consult the relevant state or territory food safety authority to determine any accreditation arrangements for courses, trainers and assessors.

## Skill Set Requirements

| Unit code  | Unit title                                  |
|------------|---|
| SITXFSA001 | Use hygienic practices for food safety      |
| SITXFSA002 | Participate in safe food handling practices |

## Target Group

This skill set is for food handling personnel or food safety supervisors working in tourism, hospitality and catering organisations with permanent or temporary kitchen premises, and smaller food preparation or bar areas.

## **Suggested words for Statement of Attainment**

These units of competency from the SIT Tourism, Travel and Hospitality Training Package provide a set of skills to work hygienically when handling food and supervising the safety of food during its storage, preparation, display, service and disposal.

# SITSS00052 Hospitality Compliance

## Modification History

Not applicable.

## Description

A set of skills to equip individuals to work in compliance with laws of particular relevance to the hospitality industry.

## Pathways Information

Achievement of these units provides credit towards qualifications in tourism, travel, hospitality, events, holiday parks and resorts in the SIT Tourism, Travel and Hospitality Training Package.

## Licensing/Regulatory Information

Certification requirements apply at a state and territory level to individuals involved in the sale, service, and promotional service of alcohol in licenced premises. Certification in some States relies on the achievement of SITHFAB002 Provide responsible service of alcohol.

Responsible service of alcohol (RSA) legislative and knowledge requirements differ across borders. Those developing training to support the RSA unit must consult the relevant state or territory liquor licensing authority to determine any accreditation arrangements for courses, trainers and assessors.

Certification requirements also apply at a state and territory level to individuals involved in food handling or supervision. Certification in some States relies on the achievement of SITXFSA001 Use hygienic practices for food safety and SITXFSA002 Participate in safe food handling practices.

Food safety legislative and knowledge requirements may differ across borders. Those developing training to support SITXFSA001 and SITXFSA002 must consult the relevant state or territory food safety authority to determine any accreditation arrangements for courses, trainers and assessors.

## Skill Set Requirements

| Unit code  | Unit title                             |
|------------|--|
| SITHFAB002 | Provide responsible service of alcohol |
| SITHGAM001 | Provide responsible gambling services  |

|            |   |
|------------|---|
| SITXFSA001 | Use hygienic practices for food safety      |
| SITXFSA002 | Participate in safe food handling practices |

## **Target Group**

This skill set is for frontline hospitality service personnel whose jobs involve food handling, the sale and service of alcohol, and the provision of gaming services; and who must comply with laws of particular relevance to these job functions.

## **Suggested words for Statement of Attainment**

These units of competency from the SIT Tourism, Travel and Hospitality Training Package provide frontline service personnel with the skills to work in compliance with laws of particular relevance to the hospitality industry.

## SITSS00053 Housekeeping Service

### Modification History

Not applicable.

### Description

A set of skills to equip individuals in providing housekeeping services.

### Pathways Information

Achievement of these units provides credit towards qualifications in tourism, travel, hospitality, events, holiday parks and resorts in the SIT Tourism, Travel and Hospitality Training Package.

### Licensing/Regulatory Information

No occupational licensing, certification or specific legislative requirements apply to this skill set at the time of publication.

### Skill Set Requirements

| Unit code  | Unit title                              |
|------------|---|
| SITHACS001 | Clean premises and equipment            |
| SITHACS002 | Provide housekeeping services to guests |
| SITHACS003 | Prepare rooms for guests                |
| SITXWHS001 | Participate in safe work practices      |

### Target Group

This skill set is for housekeeping attendants in commercial accommodation establishments.

### Suggested words for Statement of Attainment

These units of competency from the SIT Tourism, Travel and Hospitality Training Package provide a set of skills in providing housekeeping services.





# SITSS00054 Kitchen Management

## Modification History

Not applicable.

## Description

A set of skills to equip individuals to manage the operation of a commercial kitchen.

## Pathways Information

Achievement of these units provides credit towards qualifications in tourism, travel, hospitality, events, holiday parks and resorts in the SIT Tourism, Travel and Hospitality Training Package and qualifications in the BSB Business Services Training Package.

## Licensing/Regulatory Information

Certification requirements apply at a state and territory level to individuals involved in food handling. Certification in some states relies on the achievement of SITXFSA001 Use hygienic practices for food safety.

Food safety legislative and knowledge requirements may differ across borders. Those developing training to support the SITXFSA001 unit must consult the relevant state or territory food safety authority to determine any accreditation arrangements for courses, trainers and assessors.

## Skill Set Requirements

| Unit code  | Unit title   |
|------------|--|
| BSBDIV501  | Manage diversity in the workplace                                |
| BSBSUS401  | Implement and monitor environmentally sustainable work practices |
| SITHKOP005 | Coordinate cooking operations                                    |
| SITXFIN003 | Manage finances within a budget                                  |
| SITXFSA001 | Use hygienic practices for food safety                           |
| SITXHRM003 | Lead and manage people   |
| SITXMGT001 | Monitor work operations  |

|            |  |
|------------|--|
| SITXWHS002 | Identify hazards, assess and control safety risks      |
| SITXWHS003 | Implement and monitor work health and safety practices |

## **Target Group**

This skill set is for commercial cooks, including those who specialise in Asian cookery or patisserie, with a trade qualification who require kitchen management skills.

## **Suggested words for Statement of Attainment**

These units of competency from the SIT Tourism, Travel and Hospitality Training Package provide a set of skills for managing the operation of a commercial kitchen.

# SITSS00055 Responsible Service of Alcohol

## Modification History

Not applicable.

## Description

A set of skills to equip individuals for serving alcohol responsibly.

## Pathways Information

Achievement of this unit provides credit towards qualifications in tourism, travel, hospitality, events, holiday parks and resorts in the SIT Tourism, Travel and Hospitality Training Package.

## Licensing/Regulatory Information

Certification requirements apply at a state and territory level to individuals involved in the sale, service and promotional service of alcohol in licenced premises. Certification in some States relies on the achievement of SITHFAB002 Provide responsible service of alcohol.

Responsible service of alcohol (RSA) legislative and knowledge requirements differ across borders. Those developing training to support the RSA unit must consult the relevant state or territory liquor licensing authority to determine any accreditation arrangements for courses, trainers and assessors.

## Skill Set Requirements

| Unit code  | Unit title                             |
|------------|--|
| SITHFAB002 | Provide responsible service of alcohol |

## Target Group

This skill set is for personnel involved in the sale, service, and promotional service of alcohol in licensed premises. It also applies to the licensee who is ultimately responsible for managing the responsible service of alcohol.

## **Suggested words for Statement of Attainment**

This unit of competency from the SIT Tourism, Travel and Hospitality Training Package provides the skills and knowledge for individuals to responsibly sell or serve alcohol.

## SITSS00056 Sommelier

### Modification History

Not applicable.

### Description

A set of skills to equip individuals in providing specialist advice on Australian and imported wine and other alcoholic beverages, and in coordinating wine service and sales.

### Pathways Information

Achievement of these units provides credit towards qualifications in tourism, travel, hospitality, events, holiday parks and resorts in the SIT Tourism, Travel and Hospitality Training Package.

### Licensing/Regulatory Information

Certification requirements apply at a state and territory level to individuals involved in the sale, service and promotional service of alcohol in licenced premises. Certification in some States relies on the achievement of SITHFAB002 Provide responsible service of alcohol.

Some responsible service of alcohol (RSA) legislative and knowledge requirements differ across borders. Those developing training to support the RSA unit must consult the relevant state or territory liquor licensing authority to determine any accreditation arrangements for courses, trainers and assessors.

### Skill Set Requirements

| Unit code  | Unit title                                    |
|------------|---|
| SITHFAB002 | Provide responsible service of alcohol        |
| SITHFAB011 | Provide advice on beers, spirits and liqueurs |
| SITHFAB012 | Provide advice on Australian wines            |
| SITHFAB013 | Provide advice on imported wines              |
| SITHFAB017 | Provide advice on food and beverage matching  |
| SITHFAB020 | Manage the sale or service of wine            |
| SITXFAB003 | Manage finances within a budget               |

## **Target Group**

This skill set is for sommeliers working in hospitality organisations, wineries, and retail and wholesale liquor businesses, who provide specialist advice on alcoholic beverages and coordinate wine sales and service.

## **Suggested words for Statement of Attainment**

These units of competency from the SIT Tourism, Travel and Hospitality Training Package provide a set of skills to provide specialist advice on Australian and imported wine and other alcoholic beverages and to coordinate wine sales and service.

# SITSS00057 Supervision of Cookery Apprentices

## Modification History

Not applicable.

## Description

A set of skills to equip individuals to supervise and mentor cookery apprentices.

## Pathways Information

Achievement of these units provides credit towards Certificate IV qualifications in catering and commercial cookery in the SIT Tourism, Travel and Hospitality Training Package and qualifications in the TAE10 Training and Education Training Package.

## Licensing/Regulatory Information

Certification requirements apply at a state and territory level to individuals involved in food handling. Certification in some States relies on the achievement of SITXFSA001 Use hygienic practices for food safety.

Food safety legislative and knowledge requirements may differ across borders. Those developing training to support the SITXFSA001 Use hygienic practices for food safety unit must consult the relevant state or territory food safety authority to determine any accreditation arrangements for courses, trainers and assessors.

## Skill Set Requirements

| Unit code  | Unit title                             |
|------------|--|
| SITHKOP005 | Coordinate cooking operations          |
| SITXFSA001 | Use hygienic practices for food safety |
| SITXHRM001 | Coach others in job skills             |
| TAEASS301B | Contribute to assessment               |
| TAEDEL404A | Mentor in the workplace                |



## **Target Group**

This skill set is for trade qualified cooks or chefs who are responsible for the supervision of apprentices in a commercial kitchen and play a role in the assessment process.

## **Suggested words for Statement of Attainment**

These units from the SIT Tourism, Travel and Hospitality Training Package provide a set of skills for supervising and mentoring apprentices in a commercial kitchen.

# SITSS00058 Environmentally Sustainable Hospitality and Restaurant Operations

## Modification History

Not applicable.

## Description

A set of skills to equip individuals to develop and implement environmentally sustainable work practices in the hospitality industry.

## Pathways Information

Achievement of these units provides credit towards qualifications in tourism, travel, hospitality, events, holiday parks and resorts in the SIT Tourism, Travel and Hospitality Training Package and the BSB Business Services Training Package.

## Licensing/Regulatory Information

No occupational licensing, certification or specific legislative requirements apply to this skill set at the time of publication.

## Skill Set Requirements

| Unit code | Unit title   |
|-----------|--|
| BSBSUS401 | Implement and monitor environmentally sustainable work practices |
| BSBSUS501 | Develop workplace policy and procedures for sustainability       |

## Target Group

This skill set is for hospitality industry senior service personnel and managers who develop and implement environmentally sustainable work practices.

## **Suggested words for Statement of Attainment**

These units of competency from the BSB Business Services Training Package provide a set of skills to effectively develop and implement sustainable work practices for the hospitality industry.

## SITSS00059 Airfare Construction

### Modification History

Not applicable.

### Description

A set of skills to equip individuals to construct normal, promotional and advanced airfares.

### Pathways Information

Achievement of these units provides credit towards SIT30216 Certificate III in Travel.

### Licensing/Regulatory Information

No occupational licensing, certification or specific legislative requirements apply to this skill set at the time of publication.

### Skill Set Requirements

| Unit code  | Unit title                                   |
|------------|--|
| SITTTSL011 | Source airfares for domestic flights         |
| SITTTSL012 | Construct normal international airfares      |
| SITTTSL013 | Construct promotional international airfares |
| SITTTSL014 | Construct advanced international airfares    |

### Target Group

This skill set is for specialist staff within travel agencies, tour wholesalers, consolidators and airlines who construct airfares.

### Suggested words for Statement of Attainment

These units of competency from the SIT Tourism, Travel and Hospitality Training Package provide a set of skills to construct normal, promotional and advanced airfares.

# SITSS00060 Groundskeeping and Maintenance

## Modification History

Not applicable.

## Description

A set of skills to equip individuals to care for grounds and maintain property structures.

## Pathways Information

Achievement of these units provides credit towards qualifications in Holiday Parks and Resorts in the SIT Tourism, Travel and Hospitality Training Package.

## Licensing/Regulatory Information

No occupational licensing, certification or specific legislative requirements apply to this skill set at the time of publication.

## Skill Set Requirements

| Unit code  | Unit title  |
|------------|---|
| SIFCBGM001 | Provide general grounds care                      |
| SIFCBGM002 | Maintain property and structures                  |
| SITXCCS006 | Provide service to customers                      |
| SITXWHS001 | Participate in safe work practices                |
| SITXWHS002 | Identify hazards, assess and control safety risks |

## Target Group

This skill set is for grounds keeping and maintenance staff in holiday parks and resorts.

## Suggested words for Statement of Attainment

These units of competency from the SIT Tourism, Travel and Hospitality Training Package provide a set of skills in grounds keeping and maintenance.



# SITSS00061 Visitor Information Services

## Modification History

Not applicable.

## Description

A set of skills to equip individuals to service the information needs of visitors to the local area.

## Pathways Information

Achievement of these units provides credit towards qualifications in tourism, travel, hospitality, events, holiday parks and resorts in the SIT Tourism, Travel and Hospitality Training Package.

## Licensing/Regulatory Information

No occupational licensing, certification or specific legislative requirements apply to this skill set at the time of publication.

## Skill Set Requirements

| Unit code  | Unit title  |
|------------|---|
| SITTIND001 | Source and use information on the tourism and travel industry |
| SITTTSL001 | Operate online information systems                            |
| SITTTSL002 | Access and interpret product information                      |
| SITTTSL004 | Provide advice on Australian destinations                     |
| SITXCCS002 | Provide visitor information                                   |
| SITXCCS006 | Provide service to customers                                  |

## Target Group

This skill set is for individuals working in visitor information centres who provide information on the local area.

## **Suggested words for Statement of Attainment**

These units of competency from the SIT Tourism, Travel and Hospitality Training Package provide a set of skills to provide visitor information on the local area.



# SITSS00062 Online Engagement for Small Business

## Modification History

Not applicable.

## Description

A set of skills relating to social media management and website development and maintenance that equip individuals for work in a small business in the tourism, travel and hospitality industry.

## Pathways Information

Achievement of these units provides credit towards qualifications in tourism, travel, hospitality, events, holiday parks and resorts in the SIT Tourism, Travel and Hospitality Training Package.

## Licensing/Regulatory Information

No occupational licensing, certification or specific legislative requirements apply to this skill set at the time of publication.

## Skill Set Requirements

| Unit code | Unit title |
|-----------|------------|
|-----------|------------|

|            |                                |
|------------|--------------------------------|
| SITXEBS001 | Use social media in a business |
|------------|--------------------------------|

|            |   |
|------------|---|
| SITXEBS002 | Develop implement and monitor the use of social media in a business |
|------------|---|

|            |   |
|------------|---|
| SITXEBS003 | Build and launch a small business website |
|------------|---|

## Target Group

This skill set is for those tourism, travel and hospitality industry personnel responsible for managing the online presence of a small business.

## **Suggested words for Statement of Attainment**

These units of competency from the SIT Tourism, Travel and Hospitality Training Package provide a set of skills in social media management and website development and maintenance to work in the tourism, travel and hospitality industry.

## SITSS00063 Australian and International Travel Products

### Modification History

Not applicable.

### Description

A set of skills to equip individuals to access and interpret product information, prepare quotations, book supplier products and services and process travel-related documentation.

### Pathways Information

Achievement of these units provides credit towards SIT30216 Certificate III in Travel.

### Licensing/Regulatory Information

No occupational licensing, certification or specific legislative requirements apply to this skill set at the time of publication.

### Skill Set Requirements

| Unit code  | Unit title                               |
|------------|--|
| SITTTSL002 | Access and interpret product information |
| SITTTSL006 | Prepare quotations                       |
| SITTTSL008 | Book supplier products and services      |
| SITTTSL009 | Process travel-related documentation     |

### Target Group

This skill set is for frontline sales and/or operations staff within travel agencies and tour wholesalers, who provide information and quotations, book services and process documentation for customers.

## **Suggested words for Statement of Attainment**

These units of competency from the SIT Tourism, Travel and Hospitality Training Package provide a set of skills to prepare quotations and process reservations and documentation for Australian and international travel products and services.

# SITSS00064 Australian and International Travel Destinations

## Modification History

Not applicable.

## Description

A set of skills to equip individuals to source and provide information and advice to customers relating to Australian and international destinations and their features.

## Pathways Information

Achievement of these units provides credit towards SIT30216 Certificate III in Travel.

## Licensing/Regulatory Information

No occupational licensing, certification or specific legislative requirements apply to this skill set at the time of publication.

## Skill Set Requirements

| Unit code  | Unit title                                   |
|------------|--|
| SITTTSL003 | Provide advice on international destinations |
| SITTTSL004 | Provide advice on Australian destinations    |

## Target Group

This skill set is for frontline sales and/or operations staff within travel agencies and tour wholesalers, who provide destination advice for Australian and international destinations.

## Suggested words for Statement of Attainment

These units of competency from the SIT Tourism, Travel and Hospitality Training Package provide a set of skills to provide advice to customers on Australian and international destinations.

# SITSS00065 Travel Sales and Customer Service

## Modification History

Not applicable.

## Description

A set of skills to equip individuals to source travel industry information, sell travel products and services and communicate with and provide service to customers.

## Pathways Information

Achievement of these units provides credit towards SIT30216 Certificate III in Travel.

## Licensing/Regulatory Information

No occupational licensing, certification or specific legislative requirements apply to this skill set at the time of publication.

## Skill Set Requirements

| Unit code  | Unit title  |
|------------|---|
| SITTIND001 | Source and use information on the tourism and travel industry |
| SITTTSL005 | Sell tourism products and services                            |
| SITTTSL016 | Provide specialist advice on cruises                          |
| SITXCCS006 | Provide service to customers                                  |
| SITXCOM002 | Show social and culturally sensitivity                        |
| SITXWHS001 | Participate in safe work practices                            |
| SITXEBS001 | Use social media in a business                                |

## Target Group

This skill set is for frontline sales and/or operations staff within travel agencies and tour wholesalers who sell travel products and services to customers.

## **Suggested words for Statement of Attainment**

These units of competency from the SIT Tourism, Travel and Hospitality Training Package provide a set of skills in travel sales, customer communication and customer service.